

GUIDELINES FOR SOCIAL AND ECONOMIC REHABILITATION OF THE RURAL BLIND

Presented by:
Capt. H.J.M. Desai
Jagdish K. Patel

Prepared by:
B. Punani
Nandini Rawal



**RURAL ACTIVITIES COMMITTEE
NATIONAL ASSOCIATION FOR THE BLIND**

11, Khan Abdul Gaffar Khan Road
Worli Seaface, Bombay - 400 025
INDIA



Karen S. Ross

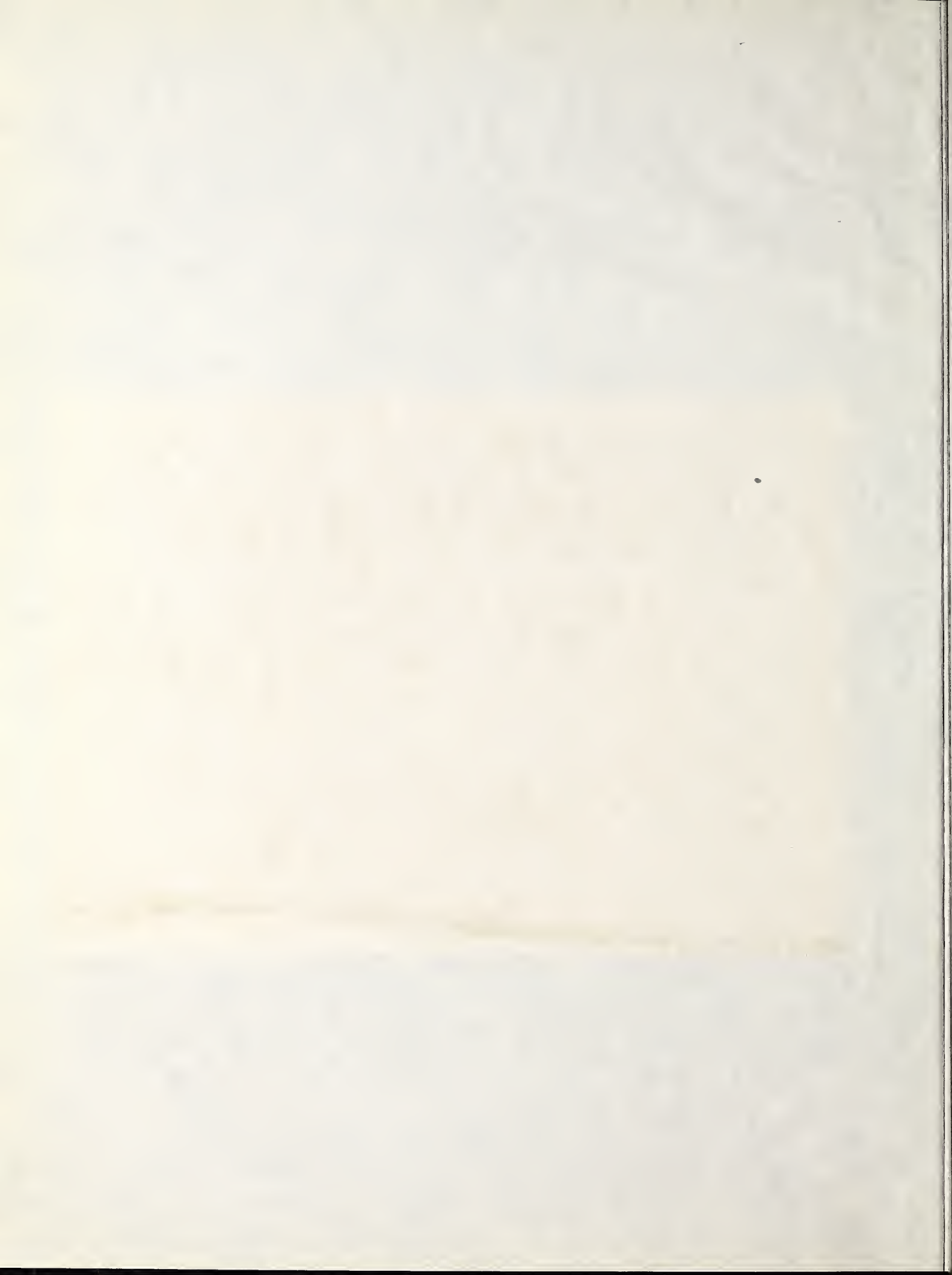
RELEASED

AT THE QUINQUENNIAL CONFERENCE OF
THE INTERNATIONAL COUNCIL FOR EDUCATION
OF THE VISUALLY HANDICAPPED
WURZBURG, W. GERMANY

2-8 August, 1987.

FREE CARGO

KIND COURTESY AIR INDIA.



HV2108
P86
1987

GUIDELINES FOR SOCIAL AND ECONOMIC REHABILITATION OF THE RURAL BLIND

Presented by:
Capt. H.J.M. Desai
Jagdish K. Patel

Prepared by:
B. Punani
Nandini Rawal



**RURAL ACTIVITIES COMMITTEE
NATIONAL ASSOCIATION FOR THE BLIND**

11, Khan Abdul Gaffar Khan Road
Worli Seaface, Bombay - 400 025
INDIA

March 1987

First Edition: 3000 Copies

Presented by

CAPT. H. J. M. DESAI
JAGDISH K. PATEL

Prepared by

B. PUNANI
NANDINI RAWAL

Published by B. Punani for Rural Activities Committee, National Association for the Blind,
11, Khan Abdul Gaffar Khan Road, Worli Seaface, Bombay-400 025 [India]
Printed at Jitendra T. Desai, Navajivan Mudranalaya, Ahmedabad-380 014

Dedicated to
**The Millions of Rural Blind
in the Developing Countries**

Abbreviations

| | |
|-----------|--|
| NAB | : National Association for the Blind (India) |
| NAB (RAC) | : National Association for the Blind (India), Rural Activities Committee |
| O & M | : Orientation and Mobility |
| Project | : Project for the Social and Economic Rehabilitation of the Rural Blind |
| RCSB | : Royal Commonwealth Society for the Blind |
| WBU | : World Blind Union |

Glossary

1. *Agarbatti* : Incense stick
2. *Chapati* : Indian bread made of wheat at home
3. *Chopal* : Village square
4. *Dharamshala* : Inn
5. *Mela* : Village fair
6. *Panchayat* : Village level elected administrative body
7. *Sarpanch* : Elected head of the village
8. *Talati* : Village level employee of the Revenue Department
9. *Taluka* or *Tehsil* : An administrative block or part of a district

FOREWORD I

The United Nations has estimated that of the 500 million disabled in the world, over 400 million live in the developing countries of the Third World. Over 80 per cent of these live in remote and isolated rural areas.

Of the 42 million blind in the world, as many as 9 million are in India. Not even one per cent of the blind living in the rural areas receive rehabilitative services as understood today.

India has over 500,000 villages spread over the subcontinent. It will be readily appreciated that to organize a delivery of services system so as to reach rehabilitative services to the rural blind presents formidable organizational and financial difficulties. Notwithstanding what appear as almost insurmountable problems, a beginning had to be made, some time, even though on a humble scale.

India fortunately has acquired substantial experience and expertise in organizing Mobile Ophthalmic Units which take preventive and curative services to the villages.

When the magnitude of the problem of the rural blind was discussed with Sir John Wilson, then Director of the Royal Commonwealth Society for the Blind, and his worthy successor, Mr. Alan Johns, they readily appreciated the fact that the real problem lay in the rural areas of the sub-continent where 80 per cent of the blind lived.

When it was explained that well-trained Mobile Touring Teams could collect blind from a cluster of 10 to 12 villages and train them near their familiar village surroundings and, thereafter, help in their economic resettlement on farm and non-farm jobs and that such a scheme would be a low cost, need based, realistic one giving individualized and personalized attention to the problems of every blind person, the scheme greatly appealed to both Sir John Wilson and Mr. Alan Johns. They spontaneously agreed to mobilize international resources for developing Rural Rehabilitation Projects in various parts of the sub-continent.

Today, we have some 10 such projects functioning in the country. These blocks are in the nature of Model Pilot Projects which could be multiplied several times at governmental, non-governmental, and local levels.

Every blind person is an individual in his own right. His human dignity has to be respected. His personal problems, needs, interests, likes, dislikes, level of education, extent of disability, environment, upbringing—as a matter of fact several other factors—all differ and need personal attention. Thus individual attention, vocational or agro-industrial training, economic resettlement in his own village, and social integration into the community are of paramount importance in rehabilitation.

In this colossal task, the Mobile Training Teams have to motivate the interest of family members, village elders, village level officials, social welfare workers, and the community at large so that each village can take interest in promoting the total socio-economic rehabilitation and resettlement of the blind in their respective areas.

Rural Rehabilitation Projects have low costs. At a unit cost of less than Rs. 500 (approximately US \$ 45 or UK £ 30), a blind person could be given basic adjustment, minimum

essential training, and assisted to rehabilitate himself on farm and/or non-farm jobs, as craftsmen or as petty shop-keepers. The object is not to make the rural blind experts in agriculture or allied pursuits but to make them useful on the family farms or trades.

The Father of the Indian Nation, Mahatma Gandhi, rightly said that India lives in the villages. Since 80 per cent of the blind in India live in the villages and since it would be a wrong policy to attract them to the cities where the cost of living is prohibitive, where mobility presents difficult problems for the rural blind and where accommodation is almost impossible to secure at reasonable rates, it is the best policy to train and resettle the rural blind in their familiar village surroundings. This ensures the least emotional or psychological disturbance.

Ten Model Pilot Projects are not adequate for over 500,000 villages in India. These would have to be multiplied many-fold so that the concept spreads in the next few decades in the entire country. In this colossal task, we humbly seek liberal financial assistance of all friends who would like to see the rural blind earn their own living and live with human dignity and as useful and contributive members of their community.

This manual of guidelines is prepared to guide Implementing Agencies and Field Workers regarding the philosophy of the project, its budget, and the forms in which to submit monthly and quarterly reports and the basic records to be maintained.

I need hardly emphasize that the Implementing Agencies have to ensure that the budget is not exceeded in any case and that the project costs are kept low so that the maximum benefit can reach the largest number of clients in rural areas. It is essential to mobilize the services of selfless dedicated volunteers who could promote the economic resettlement of the rural blind.

To facilitate the task of the Field Workers, a list of the farm and non-farm rural jobs on which the blind could be employed or economically resettled is appended to this manual.

As Chairman of the Rural Activities Committee, National Association for the Blind, I would like to thank, most sincerely, Mr. Jagdish K. Patel, Mr. B. Punani, and Mrs. Nandini Rawal for the great pains they have taken in developing the project and in compiling this useful manual. I have no doubt that with their pioneering efforts will dawn a new era of **full participation, equality of opportunities, and total social integration** of the blind in the community.

I hope that the manual will spread the concept not only in India but in other Third World countries as well.

Bombay
21 March 1986

H. J. M. Desai
Chairman
NAB (RAC)

FOREWORD II

Programmes concerning the socio-economic betterment of the visually handicapped have been initiated in India since the days of Emperor Ashoka in the second century B.C. These programmes have varied in their content and form according to prevailing socio-cultural circumstances.

Institutionalized education and training based mainly on the British pattern were introduced in India in the 1880s. For a variety of reasons, the programmes remained mainly confined to towns and cities. Even the post-independence development work for the blind remained concentrated on urban based programmes. This is true not only of blind welfare work but programmes and projects in various departments of human endeavour.

Needless to say that it was high time attention was not only directed but also concentrated in developing need-based socio-economic and education programmes for the 80 per cent of the blind of India who live in over half a million villages. The National Association for the Blind, with technical and financial support from the Royal Commonwealth Society for the Blind, set up the Tata Agricultural and Rural Training Centre for the Blind in 1959. The 10 Projects now in varying stages of implementation in different states of India have been evolved as it were to bring the services to the door-step of the visually handicapped person, rather than uprooting him from his environment for imparting institutionalized training in a totally alien milieu. Such a system has many advantages over the traditional institution based programmes. The visually handicapped person stays and gets trained within his own community which sees his gradual transformation from total dependence to independent living. This indeed paves the way for proper integration of the sightless in the sighted society.

With the passage of time and gaining of further experience, it should be possible to modify and improve upon these programmes. Let us hope that a new chapter has opened in the lives of those thousands of visually handicapped men, women, and children who hitherto have remained by and large uncared for in our villages and hamlets.

Dr. Rajendra T. Vyas
Asia Director
RCSB

Bombay
17 April 1986

PREFACE

In his article, "Why Asia Rejects Western Disability Advice", Mike Miles says that the major problem with rehabilitation in Asia is that **palaces** are built for the blind and disabled and there is an appalling dearth of rural based, low cost, non-institutionalized programmes.

The statement has not been particularly liked by rehabilitation planners, may be because it is too close to reality and home. We in our ignorance and unthinkingness have helped to create a **class** of disabled persons quite distinct from society by institutionalizing them and thus segregating them from the mainstream of society.

Institutionalization has had its advantages, but its limitations are evident in the increasing dissatisfaction among the disabled, lack of jobs and rehabilitation opportunities, and its inherent urban-based training facilities.

The solution to the problem of more than 80 per cent of the disabled population which dwells in rural areas is definitely not institutionalization. Institutions can at best rehabilitate a few thousand blind. But the problems of the millions in rural areas will go unheard and unsolved unless we step in to halt this inherently self-defeating process.

There is no immediate panacea, but there is a long-term solution to the problem. The need of the day is to reach out to these rural blind persons through a well-trained cadre of field personnel who can identify the needs of the blind person and help him to achieve his goals of independence and self-sufficiency. Such teams would impart training to a blind person and help him to be ultimately economically rehabilitated.

The beauty of this approach is its departure from investment in buildings and infrastructure; secondly, such a project could be easily replicated in any other area with minor regional modifications.

The project is low cost and individual need-based, delivering services at the doorsteps of the blind persons. The result is the integration of the blind person in his own home and society, thus preventing him from coming to an institute and obtaining irrelevant training.

We would need 6,000 teams to enable every rural blind person in India to be covered. We have thrown the gauntlet, and we hope agencies will come forward and implement such projects.

To facilitate the work of such agencies and help them to effectively implement rural projects in their area, this manual of guidelines has been prepared.

The manual is a comprehensive treatise, giving detailed information on every small aspect related to the rehabilitation of the rural blind and the *modus operandi* of the project. I am sure that the manual will prove of invaluable help to Project Implementing Agencies, academicians, and workers committed to blind welfare.

Ahmedabad
21 May 1986

Jagdish K. Patel
Vice-Chairman
NAB (RAC)



ACKNOWLEDGEMENTS

After much groping in the dark, a glimmer of light is clearly visible. There is a new hope, a new zest, which is evident from the satisfied smiles of the blind persons rehabilitated by the various rural projects implemented by the NAB (RAC).

What began as an experimental idea at Dholka has now become a concept in rehabilitation of the rural blind. Slowly and surely, we are attempting to reach a greater number of rural blind persons.

Our initial work in Dholka has taught us a lot—the pitfalls of over-enthusiasm, the erraticness and unexpectedness of rural work, and the need to discard urban-based ideas of rehabilitation and understand the rural environment by sheer dint of perseverance.

Our experience in implementing and coordinating 10 projects has brought home to us the need for putting down norms of implementation to improve the working of the projects and ensure a certain level of uniformity. This idea, which was first broached by Capt. H. J. M. Desai and expanded on by Mr. Jagdish K. Patel, has finally been concretized by us with the unstinted cooperation and support of the Members of the NAB (RAC).

The idea of a project for the rehabilitation of the rural blind was initiated by Sir John Wilson, the previous Director of the Royal Commonwealth Society for the Blind. It was due to his inspiration and enthusiasm that the project took shape. We are indebted to him for his encouragement.

Mr. Alan Johns, the present Executive Director of the RCSB, deserves our thanks for having reposed his confidence in us and given us a free rein in project implementation.

Dr. Rajendra T. Vyas, the Asia Director of the RCSB, has taken keen interest in every small development of the project and has always given us sound advice. We are extremely grateful to him for his consideration.

Mr. Kevin Carey, Director Overseas of the RCSB, has expressed satisfaction with the working of the project and has expressed his desire to finance more teams. We owe him our overwhelming gratitude.

Mr. Vijay Merchant, dynamic and thoughtful President of the National Association for the Blind, has always been out-going in his encouragement. We are grateful to him for his guidance and support.

Capt. H. J. M. Desai, Secretary General of the NAB and Chairman of the NAB (RAC), out guide, mentor, and advisor can be rightly called the "Father of Rehabilitation Services for the Rural Blind". He has been the main force behind us. He has stood with us in our trials and tribulations of project formulation and days of the teething trouble during the implementation of the project. In fact, his enthusiasm has often been stronger than ours. No amount of thanksgiving can adequately express our feelings for him.

Mr. Jagdish K. Patel, Vice Chairman NAB (RAC), our "Idea Generating Computer", and the restless rehabilitation worker, who lives, breathes, dreams of only blind welfare and who has been our local backbone, has kept on providing us with dynamic ideas. We are immensely grateful to him for his help, guidance, and support.

Mr. Suresh Ahuja, Past Chairman of the World Council for the Welfare of the Blind (Asian Committee) and Executive Director of the NAB, has been instrumental in putting forth a proposal for financial assistance for one project to the World Blind Union (WBU). We thank Mr. Ahuja for the help and Mr. Shcikh Abdullah Al-Ghanim, President, WBU, and Mr. Lal Advani, President, Asian Blind Union, for kindly sanctioning assistance for one project.

We thank Mr. P. G. Michael, Regional Representative of Christoffel Blindenmission, who kindly permitted us to pay a visit to the Musiri Rural Rehabilitation Project.

Mr. Gautam Mazmudar, General Secretary of the Indian Red Cross Society (Dholka Branch), who is known for eye-collection, took up the challenge of implementing the pilot project at Dholka, despite his many commitments. His active involvement has helped in realising a dream. He deserves our heart-felt gratitude.

Mrs. Ratna A. Rao, the dynamic and fortnight President of the NAB Karnataka State Branch, deserves our thanks for agreeing to implement the second Project in Chickballapur tehsil.

We are extremely grateful to Professor S. Sreenivas Rao of the Indian Institute of the Management, Ahmedabad for providing honorary services of editing the manual. He spontaneously consented to perform this onerous task and he spent his valuable time in giving final shape to the manual. We shall always remain indebted to him for his most outstanding contribution.

Mr. Bhaskar Upadhyaya, All India Rural Rehabilitation Officer, Miss Dipika Joshi, Project Coordinator, and Mr. Dashrath Thakkar, Project Supervisor, deserve our appreciation for providing valuable assistance in compiling statistics and other information pertaining to the projects implemented by the NAB (RAC).

Mrs. Leelamma Thomas and Ms. Girija deserve our special thanks for patiently typing and retyping the manual a number of times and for their secretarial assistance.

We have put down our experience in the form of a manual to help other agencies to successfully implement such a project. This manual is but a humble documentation of our efforts and not a doctrine of rehabilitation.

We have been able to prepare it due to the cooperation of all the persons concerned. To all persons who have directly or indirectly helped us, we owe our heartfelt gratitude.

Last but not the least, we thank the Members of the NAB (RAC) for their valued support.

Ahmedabad
20 March 1986

B. Punani
Secretary
Nandini Rawal
Joint Secretary
NAB (RAC)

CONTENTS

| | | |
|------|---|-----|
| | FOREWORD I | v |
| | FOREWORD II | vii |
| | PREFACE | ix |
| | ACKNOWLEDGEMENTS | xi |
| | | 1 |
| I | NEED FOR RURAL REHABILITATION OF THE BLIND | 3 |
| II | NATIONAL ASSOCIATION FOR THE BLIND | 7 |
| III | FORMATION OF THE RURAL ACTIVITIES COMMITTEE | 12 |
| IV | RURAL REHABILITATION PROJECTS | 16 |
| V | ORGANIZATIONAL STRUCTURE | 22 |
| VI | PROJECT IDENTIFICATION | 28 |
| VII | SELECTION AND TRAINING OF FIELD STAFF | 38 |
| VIII | PROJECT COMPONENTS | 38 |
| | A. Prevention of Blindness | 42 |
| | B. Identification of the Blind | 42 |
| | C. Extension of Services | 53 |
| | D. Economic Rehabilitation | 54 |
| | E. Rehabilitation of Blind Children | 58 |
| IX | SPECIAL TIPS (REHABILITATION PROCESS) | 60 |
| X | CASE COMPLETION | 63 |
| XI | MONITORING OF THE PROJECT | 66 |
| XII | PROJECT EVALUATION | 68 |
| XIII | PROJECT COMPLETION | 69 |
| XIV | EXPENDITURE PLAN | 74 |
| XV | ILLUSTRATIVE CASE STUDY | |

TABLES

| | | |
|------------|--|----|
| Table 1.1 | Estimated Population of the Blind (1981) | 1 |
| Table 1.2 | On set of visual Disability | 2 |
| Table 4.1 | Existing Projects of the NAB (RAC) | 14 |
| Table 6.1 | Details of Area: Dholka | 24 |
| Table 6.2 | Population Statistics: Dholka | 24 |
| Table 6.3 | Details of Land: Dholka | 24 |
| Table 6.4 | Transport Facilities: Dholka | 25 |
| Table 6.5 | Formation of Clusters: Dholka | 27 |
| Table 7.1 | Project Staff | 28 |
| Table 7.2 | Personnel Needed for Training | 35 |
| Table 8.1 | Details of Trades | 50 |
| Table 8.2 | Integrated Education Process | 55 |
| Table 10.1 | Age-wise Distribution: Dholka | 60 |
| Table 10.2 | Rehabilitation Services: Dholka | 61 |
| Table 10.3 | General Services: Dholka | 62 |
| Table 10.4 | Check-list: Rehabilitation Services | 62 |
| Table 14.1 | Approved Staff | 69 |
| Table 14.2 | Approved Field Allowance | 70 |
| Table 14.3 | Other Admissible Expenses | 71 |
| Table 14.4 | Schedule for Releasing of Instalments | 74 |

FORMS

| | | |
|-----------|--|----|
| Form I | Survey Form | 77 |
| Form II | Preliminary Information Report | 78 |
| Form III | Individual Training Monthly Report | 78 |
| Form IV | Details of Expenditure Incurred | 79 |
| Form V | Details of Economic Rehabilitation | 79 |
| Form VI | Details of Individual Final Rehabilitation | 80 |
| Form VII | Quarterly Progress Report | 80 |
| Form VIII | Quarterly Report (Physical Achievement) | 81 |
| Form IX | Travelling and Conveyance | 82 |
| Form X | Monthly Payment Voucher | 81 |
| Form XI | Application for Permission to Hold Eye Camps and for Financial Assistance from Government of India | 83 |
| Form XII | Ophthalmic Surgeon's Certificate | 84 |
| Form XIII | Appointment Letter | 85 |

APPENDICES

| | | |
|--------------|---|----|
| Appendix I | Avenues of Rural Employment for the Blind: Robert C Jackle | 86 |
| Appendix II | Avenues of Rural Employment for the Blind: Capt. H. J. M. Desai | 87 |
| Appendix III | News Item: BLINDOC | 89 |
| Appendix IV | News Item: World Blind | 90 |
| Appendix V | Scheme for Differential Rates of Interest | 91 |
| Appendix VI | Opportunities for Economic Rehabilitation of the Rural Blind in the Existing Projects | 92 |
| Appendix VII | Bibliography | 95 |

LIVE ILLUSTRATIONS

| | | |
|-----|------------------------------------|----|
| I | Selection of Dholka Taluka | 24 |
| II | Selection of Implementing Agencies | 27 |
| III | Trades for Economic Rehabilitation | 52 |
| IV | Tangible Benefits | 58 |
| V | Embossed Drawings | 59 |
| VI | Blind Fold | 60 |
| VII | Range of Services | 60 |

I

NEED FOR REHABILITATION OF THE RURAL BLIND

India has a predominantly rural and agricultural bias. While some states in the country have shown trends of urbanization, the country as a whole has maintained its rural characteristics as is evident from the fact that, according to the 1981 census, the rural population constitutes 76.27 per cent of the total population. At the same time the prevalence of blindness is much higher in the rural sector than in the urban sector. According to a *Report on a Survey of Disabled Persons* of the Ministry of Welfare, prevalence (number of persons having disability per 100,000 population) of blindness is 553 for the rural sector and 356 for the urban sector.

Table 1.1, which depicts the population of the blind in rural and urban areas, shows that the concentration of the blind is in the rural areas.

Table 1.1
Estimated Population of the Blind (1981)
(Thousands)

| | Rural (%) | Urban (%) | Total (%) |
|--------------|---------------------|--------------------|-------------------|
| Men | 1193 (34.36) | 249 (7.17) | 1442 (41.53) |
| Women | 1713 (49.33) | 317 (9.13) | 2030 (58.46) |
| Total | 2906 (83.69) | 566 (16.31) | 3472 (100) |

Source: Survey of Disabled Persons, Ministry of Welfare, 1984

THE FIRST CONCLUSION IS THAT POPULATION IN INDIA IS PREDOMINANTLY RURAL AND PREVALENCE OF BLINDNESS IS HIGHER IN RURAL AREAS THAN IN URBAN AREAS.

The incidence rate (number of persons who became disabled during 365 days preceeding the date of survey per one hundred thousand population) of visual disability is 463 and 16 for the age-group "above 40" and "below 40" respectively for the rural population. The corresponding figures are 424 and 10 respectively for the urban population. Published reports indicate that only 30 out of 553 visually handicapped persons suffer from disability from birth in rural areas whereas the corresponding figure for the urban areas is 29 out of 335. Similarly in the age-group 0-4 years the number of visually handicapped persons is only 39 in rural areas and 25 in urban areas. Thus, the incidence rate is very high for the age-groups 40 years and above. The incidence rate is much higher for the rural population than that for the urban population. For the country as a whole, the incidence rate of visual disability is estimated at 38 for the rural sector and at 30 for the urban sector.

The survey mentioned above indicates that the onset of visual disability takes place predominantly after the age of 45 years. The distribution per thousand persons by age-groups at the onset of visual disability in the rural sector is reported to be 612 for the age-group of 60

Table 1.2
On — Set of Visual Disability

| Age-years | 0-5 | 5-14 | 15-29 | 30-44 | 45-51 | 60 & Above | All Ages |
|---------------------|-----|------|-------|-------|-------|------------|----------|
| No Light Perception | | | | | | | |
| Rural | 33 | 53 | 30 | 43 | 229 | 612 | 1000 |
| Urban | 29 | 45 | 24 | 47 | 253 | 602 | 1000 |
| Light Perception | | | | | | | |
| Rural | 23 | 29 | 11 | 14 | 214 | 709 | 1000 |
| Urban | 17 | 23 | 13 | 13 | 243 | 686 | 1000 |

Source: Survey of Disabled Persons, Ministry of Welfare, 1984

years and above, 229 for the age-group of 45 to 59 years, and only 159 for all age-groups between 0 to 44 years.

Similarly in the rural rehabilitation project implemented at Dholka by the NAB(RAC), 84 per cent of the blind persons identified in the project were of the age of more than 40 years.

THE SECOND CONCLUSION IS THAT THE ONSLAUGHT OF BLINDNESS GENERALLY OCCURS AT A LATER AGE, AND INCIDENCE OF BLINDNESS IS MUCH HIGHER FOR THE AGE-GROUP 40 YEARS AND ABOVE.

On analysing the existing rehabilitation services for the blind, it is found that our efforts have remained confined to organizing eye camps, running schools for blind children, sheltered workshops for the adult blind, allocating meagre pension, providing some concessions in travelling, etc. The existing rehabilitation programmes are mainly institutional and located in urban areas. These programmes allow a mere "skimming", i.e., they allow a few thousand blind persons to get conventional education and training in traditional trades. Such education and training does not lead to employment. Thus many educational institutions have become merely asylums, and training centres have become sheltered homes. This tendency has further limited rehabilitation opportunities for the blind persons.

THE THIRD CONCLUSION IS THAT URBAN-BASED REHABILITATION INSTITUTES MAY NOT SOLVE THE EXISTING PROBLEM OF PROVIDING EMPLOYMENT TO THE BLIND.

Various studies on annual unit cost of rehabilitation have revealed a per capita expenditure of:

The Smile of Self-Reliance



Ghacha Usmanbhai of Dholka

1. Rs. 40,000 for an institutional rural rehabilitation programme.
2. Rs. 8,000 for an adjustment training centre.
3. Rs. 5,000 to Rs. 10,000 for a school for the adult blind.
4. Rs. 6,000 for a one-year certificate course in teaching of crafts, etc.

It has been observed that these facilities are not utilized to the optimum level, and employment opportunities on completion of training at these centres are limited.

THE FOURTH CONCLUSION IS THAT A BLIND PERSON IS THUS IMPARTED TRAINING IN EXPENSIVE URBAN SETTINGS RESULTING IN EXORBITANT PER CAPITA COST OF REHABILITATION.

Considering these observations, the right solution to the problem of rehabilitation is introducing individual need-based, cost-effective, and rural-based rehabilitation programmes for the rural blind persons.

II

NATIONAL ASSOCIATION FOR THE BLIND

A. Genesis

The National Association for the Blind (NAB) was established on 19 January 1952 by a resolution of the First All-India Conference on Work for the Blind held in Bombay.

In 1952, NAB had no funds, no office of its own, and no staff. Today, after 34 years, it is recognized as the foremost national organization working for the welfare of the blind in India. It has assets of over Rs. 10 million, and the annual budget of the headquarters alone exceeds Rs. 300,000.

B. Objectives

NAB's objectives include coordination of work for the blind, cooperation and bringing together of institutions and individuals working for the welfare of the blind, provision of facilities for education, training, rehabilitation, employment, and after care of the blind. In brief, NAB is concerned with everything that affects the lives and welfare of the blind. It also encourages the prevention of preventable blindness and the cure of curable blindness.

C. Membership

NAB's membership is open to any individual above the age of 18 interested in the welfare of the blind. Individual members, whether blind or sighted, can become Ordinary Members or Life Members. Institutions, organizations, and associations of and for the blind can become Institutional Members by paying annual subscription. Presently NAB has approximately 800 Individual Members and 125 Institutional Members.

D. Management

An Executive Council of the NAB is elected once in three years at an Ordinary General Meeting of the Individual Members and representatives of the Institutional Members. The officers are the President, four Vice-Presidents, two Honorary Treasurers, the Honorary Secretary General, and six Honorary Secretaries. NAB has a large full-time professional staff headed by the Executive Director.

The Executive Council appoints Committees of Management of the institutions and activities established by NAB, Committees on specific subjects, e.g. Education, Employment and Placement, Rural Activities, and Finance-raising, and a Managing Committee for the day-to-day management of NAB.

E. Activities

NAB's present activities cover a wide range. In education, they include granting of scholarships to blind students in regular schools and colleges as well as for technical training, production of braille and recorded literature, loaning of brailers, provision of readers, and other ancillary services. NAB also secures scholarships for the training of teachers of the blind at the Perkins School for the Blind, U.S.A.

Vocational training for the blind is provided at the NAB Workshop for the Blind, M. N. Banajee Industrial Home for the Blind, and NAB Kaka Patil Centre for the Blind—all in Bombay—and at the NAB-IDBI Polytechnic at Ambarnath, Maharashtra. Training in telephone-operating is also provided by the NAB Rehabilitation and Training Committee.

The NAB Employment and Placement Committee secures jobs for the blind in open employment. The recently established NAB Bureau of Self-employment is helping the blind to achieve economic independence by providing vending stands, encouraging the establishment of small business, and helping in becoming salesmen.

The rural blind are provided training in agricultural and rural pursuits at the Tata Agricultural and Rural Training Centre at Phansa in Gujarat. The NAB Rural Activities Committee has recently launched Rural Rehabilitation Projects in Gujarat, Karnataka, Maharashtra, Madhya Pradesh, Haryana, Delhi, and some other States.

Rehabilitation of the newly blind and those blind persons who have not had the benefit of earlier schooling or training is conducted at the NAB Pheroze and Noshir Merwanji Rehabilitation Centre at Mount Abu in Rajasthan and at the NAB Department of Rehabilitation, Bombay. The NAB Department of Rehabilitation also runs courses for professionals in basic rehabilitation, mobility, and employment and placement. The NAB Mobility Training Centre for the Blind at Bangalore provides training in orientation and mobility.

The NAB Mata Lachmi Nursery for the Blind is a pre-school nursery for blind children. At the other end of the scale, the NAB Lions Home for the Aging Blind at Khandala provides occupation and shelter for the aging blind who have nowhere else to go.

NAB has on its staff a Home Teacher-cum-Social Case Worker and a Mobility Instructor. From time to time, all the officials of the NAB provide counselling services. Blind people can secure from the NAB office bus passes, railway concession forms, braille wrist watches, braille alarm clocks, white canes, and a number of other useful items. The National Society for Prevention of Blindness in New Delhi is a creation of the NAB and continues to have a close relationship with the NAB.

The NAB Prevention of Blindness Committee undertakes surveys and screening programmes and follows them up with nutrition projects and referrals to hospitals when necessary.

F. Research and Publications

The NAB Louis Braille Memorial Research Centre undertakes research projects on different aspects of work in the area of blindness. The NAB-LBMRC Library has books, pamphlets, and articles on all aspects of work for the blind.

Regular publications of the NAB include *Blind Welfare*, a professional journal in English published both in ink-print and in braille, *Sparsh*, a braille magazine in Hindi, the quarterly *NAB Newsletter* and the *NAB-LBMRC Research Newsletter*.

G. Extension

NAB has established State Branches in a number of States and Union Territories including Tamil Nadu, Kerala, Karnataka, Andhra Pradesh, Maharashtra, Gujarat, Madhya Pradesh, Goa, Haryana, Uttar Pradesh, Delhi, Bihar, Assam, and West Bengal and a Zonal Branch for Punjab, Himachal Pradesh and Jammu & Kashmir. These State Branches perform similar services in their areas; the emphasis, however, is different in different States.

In a country as large as India, it is not possible for any single organisation to provide services for all the blind people throughout the country. NAB, therefore, establishes pilot projects and encourages and promotes the establishment of services and facilities for the welfare of the blind in different parts of the country through guidance and whenever possible through financial assistance. It has over the years helped the establishment of employment and placement projects in over 10 cities.

H. Funding

The funds for NAB come mainly from voluntary donations, flag day collections, school collections, and from other fund raising drives. It also receives some help from foreign agencies including the Christoffel Blindenmission, Helen Keller International Inc., the Royal Commonwealth Society for the Blind, and friends in Australia and other countries.

I. Recognition

Nationally NAB is recognised as a leading organisation working for the welfare of the blind both at governmental and voluntary levels. It is invited to nominate representatives on all committees concerned with programmes for the blind constituted by the Government of India. These have included the National Committees concerned with the Five-Year Plans.

Internationally also NAB is recognised and is represented on the World Blind Union. National delegates from India on the WBU serve as chairman and members of a number of the Standing Committees and the Asian Blind Union.

NAB is now also providing training facilities for the staff of organisations of and for the blind from neighbouring countries.

NAB hopes that the next few years will see an even greater increase in the provision of services for the welfare of the blind in India.

J. Office-Bearers

President

Mr. Vijay M. Merchant

Vice-Presidents

Mr. Jagdish Kapur

Mr. Arvind N. Lalbhai

Mrs. S. F. D. Nanavati

Dr. G. Venkataswamy

Hon. Secretary General

Capt. H. J. M. Desai

Hon. Secretaries

Mrs. R. S. Fazelbhoy

Mrs. P. D. Khambata

Mrs. N. D. Mehta

Mr. N. P. Pandya

Mr. J. K. Patel

Dr. R. T. Vyas

Hon. Treasurers

Mr. P. M. Reporter

Mr. B. D. Thanawala

Executive Director

Mr. Suresh C. Ahuja

K. Activities and Services

1. M. N. Banajee Industrial Home for the Blind
2. Tata Agricultural & Rural Training Centre for the Blind
3. NAB Workshop for the Blind
4. NAB Pheroze and Noshir Merwanji Rehabilitation Centre for the Blind
5. NAB Mata Lachmi Nursery for the Blind
6. NAB Lions Home for Aging Blind
7. NAB Louis Braille Memorial Research Centre
8. NAB Kaka Patil Centre for the Blind
9. NAB Sir Jamshedji Duggan Regional Braille Press
10. NAB Department of Rehabilitation
11. NAB Mobility Training Centre for the Blind
12. NAB-IDBI Polytechnic for the Blind
13. NAB All-India Sports Council for the Blind
14. National Society for the Prevention of Blindness
15. Employment and Placement

16. Talking Books
17. Scholarships
18. Home Teaching
19. Telephone Operator's Training
20. Vending Stands and Self-employment
21. Prevention of Blindness
22. Awards
23. Rural Rehabilitation
24. Education

Assistance of Mr. Suresh C. Ahuja, Executive Director, NAB, in preparing this chapter is gratefully acknowledged.

Joys of Independence



Orientation and Mobility

Fruits of Parent Counselling



Mother Taking Care of Ranjan

III

FORMATION OF THE RURAL ACTIVITIES COMMITTEE

A. Historical Background

Since the initiation of rehabilitation services for the blind, the urban blind have been the main beneficiaries. The evolution of welfare programmes started in cities and grew from strength to strength in urban settings.

With the passage of time, experts all over the world realized that concentrating services in cities had resulted in lop-sided development with persons in rural areas being deprived of facilities. With the advancement of services, secondary data started becoming available that proved that nearly 84 per cent of the blind in developing countries lived in rural areas.

Experts started feeling that it was a wrong policy to attract the rural blind to cities where the cost of living was high and cheap accommodation was impossible to get. Moreover, urban-based training would be of no use to the blind person on his return to his home.

It was also increasingly felt that westernized urban industrial training was not suitable. Millions of blind persons in rural areas cannot be rehabilitated by a few hundred urban institutions.

A few rural programmes were started by St. Dunstons, the Vocational Rehabilitation Office in the U.S.A. and the RCSB Africa.

The turning point came when the Uganda Foundation for the Blind started a rural centre in 1954.

B. Action by International Agencies

At the first General Assembly of the World Council for the Welfare of the Blind in 1954, a resolution for the training and readjustment of rural blind was advocated by Sir Clutha Mackenzie and backed by Sir John Wilson of the RCSB and Capt. H. J. M. Desai, Hon. Secretary General of the NAB. Thereupon the Assembly unanimously adopted the following resolution:

The World Council for the Welfare of the Blind believes that the fundamental training and re-adjustment of indigenous rural population should be primarily effected with due regard to their vocational and community background and in the case of the newly blind atleast to their past employment (usually as small holders and village craftsmen and in the case of women as domestic rural workers) by providing training centres for these specific purposes, instead of concentrating them in cities and towns to be employed in sheltered workshops.

The first Asian Conference on Work for the Blind held in Tokyo, Japan, in 1955 endorsed the above approach and passed the following resolution:

The Conference, recognising that the majority of the blind in this region come from agricultural communities, recommends that increased attention be paid by Governmental and other agencies to the location of suitable avenues of employment of the blind who reside in rural areas and introduction of educational and vocational and training services geared towards the resettlement of the blind in such areas. Special attention is drawn to the pilot scheme now being conducted in Uganda.

These resolutions helped to start a chain of rural training centres for the blind.

However, for economic reasons, it was felt that it was not possible to start an adequate number of rural centres for the blind. It was, therefore, essential to train and resettle the blind in their own homes through a community based system of delivery of services.

More and more world opinion was being galvanized regarding setting up of rural mobile teams for rehabilitation.

The United Nations General Assembly declared 1981 as the International Year of Disabled Persons (IYDP). Its plan of action also concentrated on rural resettlement and issued the following guidelines in section 12(m):

To review the services and benefits to ensure that these assist and encourage disabled people to remain and/or become an integral part of the society wherein they live, rather than bring about segregation and isolation.

The Third Asian Conference of the International Council for Education of the Visually Handicapped held at Jakarta, Indonesia, in November 1981, in its Resolution No. 6 states:

That more community based training programme for visually handicapped persons be developed in view of the fact that the vast majority of them live in rural areas, this should be based on surveys of wage earning activities and task analysis in order to assimilate them into the rural economy within their own environment.

C. Concept of a Rural Activities Committee

In 1981 Capt. H. J. M. Desai, Chairman, Rehabilitation, Training and Employment Committee of the World Council for the Welfare of the Blind, published his book *Planning Employment Services for the Blind in the Developing Countries*, wherein he strongly recommended that an organizational set-up was needed to be formed which could effectively spread the concept of training, rehabilitation, and resettlement of the blind in their rural surroundings. He strongly advocated the formation of a Rural Activities Committee in every developing country under the national level voluntary agency, which could perform the task of initiating and coordinating such programmes.

1. Formation of NAB Rural Activities Committee

In the face of such geared world opinion, NAB also realized that non-institutional rural projects were absolutely indispensable. Being a pioneer national agency in India, NAB realized that work for the rural blind needed to be systematically coordinated for effective implementation.

NAB's Executive Council at its meeting held on 23 June 1981 appointed a Rural Activities Committee under the Chairmanship of Capt. H. J. M. Desai for promoting the rehabilitation, training, employment, economic resettlement and welfare of the rural blind.

2. United Nations' Concern for the Rural Blind

The World Programme of Action Concerning Disabled Persons adopted by the UN General Assembly on 3 December 1982 encourages Member States, within the context of available resources, to initiate whatever special measures may be necessary to ensure the provision and full use of services needed by disabled persons living in rural areas, urban slums, and shanty towns. Regarding employment, it emphasizes:

Member States should adopt a policy and supporting structure of services to ensure that disabled persons in both urban and rural areas have equal opportunities of productive and gainful employment in the open labour market. Rural employment and the development of appropriate tools and equipment should be given particular attention.

3. *ILO's Historic Convention*

Articles 8 and 9 of the ILO Convention Concerning Vocational Rehabilitation and Employment (Disabled Persons), 1983, emphasizes vocational rehabilitation of the rural disabled:

Measures shall be taken to promote the establishment and development of vocational rehabilitation and employment services for disabled persons in rural areas and remote communities. Each Member shall aim at ensuring the training and availability of rehabilitation counsellors and other suitably qualified staff responsible for the vocational guidance, vocational training, placement and employment of disabled persons.

Articles 20 and 21 of the ILO Recommendation Concerning Vocational Rehabilitation and Employment (Disabled Persons), 1983, outline the following appropriate measures to be taken in this regard:

Particular efforts should be made to ensure that vocational rehabilitation services are provided for disabled persons in rural areas and in remote communities at the same level and on the same terms as those provided for urban areas. The development of such services should be an integral part of general rural development policies.

To this end, measures should be taken, where appropriate, to:

- a. designate existing rural vocational rehabilitation services or, if these do not exist, vocational rehabilitation services in urban areas as focal points to train rehabilitation staff for rural areas;
- b. establish mobile vocational rehabilitation units to serve disabled persons in rural areas and to act as centres for the dissemination of information on rural training and employment opportunities for disabled persons;
- c. train rural development and community development workers in vocational rehabilitation techniques;
- d. provide loans, grants or tools and materials to help disabled persons in rural communities to establish and manage cooperatives or to work on their own account in cottage industries or in agricultural, craft or other activities;
- e. incorporate assistance to disabled persons into existing or planned general rural development activities;
- f. facilitate disabled person's access to housing within reasonable reach of the workplace.

These excellent guidelines of the UN and the ILO show the great concern and the very deep involvement at the highest international level in the vocational rehabilitation, training, employment, resettlement, and integration of the rural disabled, including the rural blind. These instruments convey momentous decisions of a historical nature. Their effective implementation would provide progressive milestones in the total rehabilitation and integration of the disabled.

D. Details of the NAB (RAC)

1. *Office Bearers*

Chairman

Capt. H. J. M. Desai

Vice-Chairman

Mr. Jagdish K. Patel

Secretary

Mr. B. Punani

Joint Secretary

Mrs. Nandini Rawal

2. *Members*
 Dr. Rajendra T. Vyas
 Mr. P. G. Michael
 Mrs. S. F. D. Nanavati
 Mr. Niranjan Pandya
 Mrs. Ratna A. Rao
 Mr. Suresh Ahuja
 Mr. Pravin Dandia
 Mr. P. D. Nargolwala
 Mr. M. V. Shirdhonkar
 Dr. Ramesh Gandhi
 Miss Kusum Taskar
 Mr. Narendra Kumar
 Mr. S. V. Divan
 Mrs. Rehmurt Fazelbhoy
 Mr. M. K. Choudhary
 Mr. B. D. Thanawala
3. *Staff*
 All India Rural Rehabilitation Officer
 Mr. Bhaskar Upadhyaya
 Project Coordinator
 Miss Dipika Joshi
 Clerk-Typist
 Miss K. Girija
4. *Head Office*
 NAB Rural Activities Committee
 National Association for the Blind
 11-12, Khan-Abdul Gaffar Khan Road
 Worli Sea Face
 Bombay-400 025
 INDIA
 Gram: 'BLINAB' Phone: 4936930
5. *Coordinating Office*
 NAB Rural Activities Committee
 C/o Blind Men's Association
 Vastrapur
 Ahmedabad- 380 015
 INDIA
6. *Venue of Meetings*
 Office of Capt. H. J. M. Desai
 Sir Vithaldas Chambers
 16-Bombay Samachar Marg
 BOMBAY-400 025
7. *Frequency of Meetings*
 Generally held every quarter on the third Friday of
 — February
 — May
 — August
 — November
8. *Usual Time*
 10-11 a.m.
9. *Procedure for Conducting Meetings*
 — Notice for the meetings and agenda in advance
 — Circulation of minutes of the last meeting in advance
 — Circulation of explanatory note on agenda in advance
 — Approval of minutes of last meeting
 — Discussion on points arising out of minutes
 — Open discussion on agenda
 — Presentation of progress reports
 — With the permission of the chair
10. *All Correspondence to be Addressed to*
 Mr. Jagdish K. Patel
 Vice-Chairman
 NAB Rural Activities Committee

C/o Blind Men's Association
Vastrapur, Ahmedabad-380 015
INDIA
Gram: 'BLINAB'
Phone (O) 448106, 442070, 440082
(R) 440118

E. Objectives of the Rural Activities Committee

1. Revitalising Other Rural Projects

NAB (RAC) will evaluate various existing programmes in the country for the training and economic rehabilitation of the rural blind. For this purpose indepth study of Tata Agriculture and Rural Training Centres for the Blind, Phansa; P.N.M. Rehabilitation Centre for the Blind, Mount Abu; Ramkrishna Mission Project for the Rural Blind, Narendrapur; and other similar projects has been conducted.

2. Literature on Rural Rehabilitation of the Blind

NAB(RAC) will publish from time to time literature that will help agencies to plan for the rehabilitation of the rural blind in their area. New experiments in rural rehabilitation all over the world will be disseminated to various agencies by the NAB (RAC).

3. Involvement of NAB State Branches

All the State Branches of the NAB would be approached to set up in their States a Rural Activities Committee. Prominent agriculturists, local leaders, and specialists in rural work would be on this committee.

4. Publicity and Public Relations

Efforts will be made to involve State departments, District-level authorities, and Village Panchayats in the task of identification and comprehensive rehabilitation of the rural blind. NAB (RAC) will also concentrate on giving widest publicity to the programmes on rehabilitation of the rural blind.

Reaping the Gifts of Independence



Vajubhai Chawda of Kavitha

NAB (RAC) will also implement programmes for the rehabilitation, training and employment of rural blind women. It will also approach various other similar agencies for involving them in the rehabilitation of the rural blind. (For details, refer Chapter VIII, Parts C, D and E.)

5. Rural Integrated Education

NAB(RAC) is planning to implement a programme for the rural integrated education of the blind. Already NAB has implemented such a project in Visnagar taluka of Gujarat on an experimental basis with financial assistance from RCSB. The blind children from the villages of the area are very happily studying in regular schools with the sighted children. Encouraged by this project, NAB (RAC) is planning to extend the programme to other areas. (For details on integrated education, refer Chapter VIII, Part E.)

6. Other Programmes

IV

RURAL REHABILITATION PROJECT

NAB (RAC) decided to review several existing programmes to design a project most suited for the rural blind. Team members of the NAB (RAC) visited several rural projects including the Musiri Project implemented by the South Asia Regional Office of the Christoffel Blindenmission in Tamil Nadu. They realized that the project would have to be developed on the Musiri pattern which would provide individual need-based services of rehabilitation to the rural blind persons at their door-steps. NAB (RAC), however, emphasized the need for economic rehabilitation of the blind person as the ultimate objective. It also stressed the need for keeping the project cost low, and thus decided not to make investment in infrastructure and capital intensive items. Thus a nation-wide project was developed and presented to the then Director of the RCSB, Sir John Wilson, and the present Executive Director, Mr. Alan Johns. Both showed keen interest in the project, and two projects were financed on a pilot basis.

The first project was started in a backward taluka of Gujarat—Dholka. The project has now become famous as a model of rural rehabilitation and is known worldwide as the Dholka Project.

The three main aspects of the rural rehabilitation project are

- Prevention of blindness
- Integrated education of blind children in village schools
- Social and economic rehabilitation

A. Project Ideology

It is an accepted principle that each blind person is an individual in his own right. Every individual's problems, needs, interests, likes, dislikes, level of literary education, extent of disability, etc., differ.

Each blind person thus needs individualized and personalized attention, tailor made to suit his needs in education, vocational training, economic resettlement, social welfare, and integration.

The project aims at the educational rehabilitation within the community resources, social rehabilitation of the blind person by demonstration of his skills, and adjustment training thus paving the way for his acceptance in the community and individual need based economic

The Tactile Touch Stone



Deciphering Currency Chaturji Thakore — Saroda

rehabilitation. The home thus becomes the centre and the society the setting for the rehabilitation of the blind person.

The project also aims at working for the prevention of blindness.

B. Distinguishing Features

1. Every blind person covered under the project is a case in himself, and individual planning is done on the basis of his needs and the environment.
2. The project is non-institutional, individual need-based, and involves grass-root level implementation.
3. The project emphasizes strong training inputs with provision for supporting services and planned follow-up.
4. The proper selection, adequate training, regular supervision, and consistent motivation of the field staff are the most important ingredients of the project.
5. The project seeks involvement of local administration, rural development agencies, and the community at all levels.
6. The project is cost-effective and result-oriented.
7. The project aims at rehabilitating the blind person in his own home in a family trade or a trade which is essentially rural.
8. The project provides need-based services to every blind person according to his age, sex, caste, family background, experience, etc.
9. The project aims at integrating a blind child in the general stream of education by admitting him to the village school for formal education and thus paving the way for his social integration and development of personality.
10. The project aims at using the local resources and infrastructure for preventing the preventable blindness in the area.

C. Range of Services

1. Identification of the rural blind and his felt needs.
2. Providing need-based services of orientation and mobility, activities of daily living, home economics, etc.
3. Encouraging organization of eye camps for preventing the preventable blindness, eye check-up, eye surgery, etc., for curing the curable blindness and popularizing eye-care with the help of local media.
4. Promoting integrated education by admitting blind children to the local village schools and providing services of Resource/Itinerant Teachers as well as educational equipment.
5. Counselling the parents and creating public awareness of the potentials of the blind by educating the rural community.

Quenching the Thirst of Life



— Independence in Activities of Daily Living
— Jehabhāi Kuberbhāi Jadav — Vejalka

6. Involving other agencies devoted to the task of rural development so that the rural blind may also benefit from their programmes.
7. Providing training in domiciliary occupations, rural crafts, agriculture or other trades depending upon family background, and personal skills and environment for their economic rehabilitation.
8. Providing job and work counselling to facilitate self-employment of the rural blind.
9. Advising, enabling, and assisting the blind to avail concessions and benefits available from the government, service clubs, funding agencies, etc.

Table 4.1

D. Existing Projects of the NAB Rural Activities Committee

| Location (State) 1 | Project Implementing Agency 2 | Rural Implementing Agency 3 |
|--|--|---|
| 1. Dholka (Gujarat) (Completed) | NAB Gujarat State Branch C/o Blind Men's Association Vastrapur, Ahmedabad Gujarat | Shri Gautam Majmudar Secretary Indian Red Cross Society (Dholka Branch) Undapada Dholka Gujarat |
| 2. Chickballapur (Karnataka) (Completed) | NAB Karnataka State Branch 996, Hall II Stage Indiranagar Bangalore Karnataka | NAB Karnataka State Branch Mandikal Chickballapur Karnataka |
| 3. Shihur and Haveli (Maharashtra) (Completed) | Poona Blind Men's Association Rasta Peth Pune Maharashtra | K. E. M. Hospital Vadu Maharashtra |
| 4. Palwal (Haryana) | NAB Haryana State Branch 1-C/99, NIT Faridabad Haryana | Rural Activities Committee NAB Haryana State Branch 1-C/99 NIT Faridabad Haryana |
| 5. Mhow (Madhya Pradesh) | NAB (MP) State Branch Krishnapura Bridge Indore Madhya Pradesh | Indian Red Cross Society Mhow Madhya Pradesh |
| 6. Lodhika (Gujarat) | NAB Rajkot District Branch Opposite Kanta Stri Vikas Gruh Rajkot Gujarat | Same as Project Implementing Agency |
| 7. Mendarda (Gujarat) | NAB Junagadh District Branch Nanavati Clinic Ranavan Chowk Junagadh | Same as Project Implementing Agency |

| 1 | 2 | 3 |
|-----------------------------------|---|--|
| 8. Najafgrah (Delhi) | NAB Delhi State Branch Model School for the Blind Children Sector 5 R. K. Puram New Delhi | Same as Project Implementing Agency |
| 9. Madathikonam (Kerala) | NAB Kerala State Branch Jagathi Trivandrum-695 014 Kerala | — |
| 10. Hyderabad (Andhra Pradesh) | NAB (AP) State Branch C. C. Shroff Memorial Hospital 3-4-801, Barkatpura Hyderabad Andhra Pradesh | — |
| 11. Dhandhuka (Gujarat) | NAB Gujarat State Branch C/o Blind Men's Association Vastrapur, Ahmedabad Gujarat | Shri Babubhai Modi Ex-M.L.A. Modi Gin Dhandhuka |
| 12. Siddlaghatta | NAB Karnataka State Branch 996, Hall II Stage Indiranagar Bangalore Karnataka | NAB Karnataka State Branch Siddlaghatta Karnataka |
| 13. Sahyadri Valley | Poona Blind Men's Association Rasta Peth Pune Maharashtra | Sahyadri Vikas Mandal Khanapur Maharashtra |

Source: NAB/RAC Records.

V

ORGANIZATIONAL STRUCTURE

A. Interface of Various Systems Involved in the Rural Projects

For the sake of simplicity and clarity of roles and responsibilities, the organizational structure envisaged is a simple linear one without overlapping of responsibilities. It is divided into four tiers. The organizational structure is depicted overleaf for information.

Tier I: Funding Agency which will give assistance to the NAB who will in turn remit the same to the Project Implementing Agency on the recommendations of the NAB (RAC). Tier I consists of policy-making and evaluation functions.

Tier II: Central Coordinating Office (CCO) performs the staff functions of monitoring the project and playing an advisory role.

Tier III: Project Implementing Agency performs the line function, i.e., actual implementation of the project according to guidelines set by the NAB (RAC).

Tier IV: The grass root Rural Implementing Agency performs the line function of project implementation according to directions issued by the Project Implementing Agency.

In case the Project Implementing Agency cannot locate a Rural Implementing Agency, it will itself perform the role of the latter. In this case Tiers III and IV are merged into one.

B. Agencies Involved in Project Implementation

1. Agencies

- Funding Agency
- Central Coordinating Office
- Project Implementing Agency
- Rural Implementing Agency

Four Tier Structure

- Develops a national network of services for the rural blind
- Obtains extensive coverage of the target group
- Provides essential local contacts and routine supervision
- Involves other developmental agencies
- Offers decentralized supervision and centralized monitoring and coordination
- Helps in understanding the local environment, language, and traditions
- Allows collective effort for reaching the rural blind in remote areas

2. *Funding Agencies*

a. EXISTING FUNDING AGENCIES

i. **Royal Commonwealth Society for the Blind**

Concerned Persons

Mr. Alan Johns

Executive Director

Royal Commonwealth Society for the Blind

Haywards Heath

West Sussex RH 16 3 AZ

U.K.

Dr Rajendra T. Vyas

Asia Director

Royal Commonwealth Society for the Blind

B-1/B-3 Matru Ashish, Napean Sea Road

Bombay-400 036

INDIA

The Royal Commonwealth Society for the Blind has provided financial assistance for the following projects:

| PROJECT LOCATION | STATE |
|---------------------------|----------------|
| Dholka (Completed) | Gujarat |
| Chickballapur (Completed) | Karnataka |
| Poona (Completed) | Maharashtra |
| Mhow | Madhya Pradesh |
| Dhandhuka | Gujarat |
| Siddlaghatta | Karnataka |
| Palwal | Haryana |
| Sahyadri Valley | Maharashtra |

ii. **WORLD BLIND UNION**

Concerned Persons

Sheikh Abdullah-Al-Ghanim

President

World Blind Union

P.O. Box 3465

Riyadh 11471

SAUDI ARABIA

Mr. Lal Advani

Asia President

Asian Blind Union

F-14/61, Model Town-II

Delhi-110 009

INDIA

The World Blind Union has provided financial assistance for the project implemented at Najafgarh in the Union Territory of Delhi.

iii. **NATIONAL ASSOCIATION FOR THE BLIND (INDIA)**

Concerned Persons

Mr. Vijay Merchant

President

Capt. H. J. M. Desai
Secretary General

Mr. Suresh C. Ahuja
Executive Director

National Association for the Blind
11, Khan Abdul Gaffar Khan Road
Worli Sea Face
Bombay 400 025
INDIA

NAB has constituted the Rural Activities Committee for the implementation of the projects for the Social and Economic Rehabilitation of the Rural Blind, and provided initial financial assistance for the following projects:

| PROJECT LOCATION | STATE |
|------------------|----------------|
| Rajkot | Gujarat |
| Junagadh | Gujarat |
| Poona | Maharashtra |
| Mhow | Madhya Pradesh |
| Palwal | Haryana |
| Najafgarh | Delhi |
| Madathikonam | Kerala |
| Bhesan | Gujarat |

b. ROLE OF FUNDING AGENCIES

- Providing financial assistance for the initial approved non-recurring as well as admissible recurring expenditure
- The financial assistance is provided to the NAB which in turn releases the same to the Implementing Agency in four instalments on the recommendation of the NAB(RAC)
- Providing technical inputs where necessary for the effective implementation of the project
- Providing consultative inputs, such as services of experts where necessary
- Obtaining, analysing, and providing feed-back on the progress reports received from the Central Coordinating Office (At present half-yearly progress reports are submitted to the Funding Agencies)
- Exploring new avenues for raising funds for the expansion of the project
- Convincing other bilateral and international Funding Agencies to adopt such projects
- Creating public and institutional awareness and convincing Governmental agencies and Non-Governmental Organizations to encourage, initiate, implement, support, sponsor, and finance such projects
- Periodic evaluation of the projects through regular reports, visits to the site, and other suitable means.

Thus the Funding Agencies will not only provide financial assistance but shall monitor progress of the projects.

3. *Role of Rural Activities Committee and Central Coordinating Office*

a. FORMATION OF CENTRAL COORDINATING OFFICE

The duty of the NAB(RAC) is to identify and initiate several projects all over the country. Since the number of projects has been steadily increasing, the need for a

Coordinating Office was realized. The Central Coordinating Office (CCO) was thus set up at Ahmedabad and entrusted the responsibility of monitoring the project at various locations. Its other responsibilities are:

- Identification of project locations
- Identification of the Project Implementing Agencies
- Sending project proposals to the Funding Agencies
- Submission of the budget proposal to the Funding Agencies
- Securing funds from the Funding Agencies
- Liaison between the Funding Agencies and the Project Implementing Agencies
- Formulating policy guidelines for ensuring proper implementation of the projects
- Monitoring working of the projects
- Securing regular reports for physical and financial achievements from the Project Implementing Agencies
- Onward transmission of reports to the Funding Agencies
- Helping in staff selection for various projects
- Helping in the training of field staff
- Observing and evaluating the working of various projects
- Organizing meetings of the NAB(RAC) at regular intervals
- Maintaining minutes and circulating notes on the proceedings of the meetings to the NAB(RAC) Members
- Implementing and ensuring followup of the recommendations of the NAB(RAC) and the Funding Agencies
- Organizing refresher training courses for the Project Supervisors and officials of the Project Implementing Agencies
- Creating public awareness of potentials and needs of the rural blind through the use of various media
- Motivating other social welfare and blind welfare organisations to implement such projects
- Exploring various avenues of obtaining funds for the projects
- Representing views on committees and seminars related to the rehabilitation of the rural blind
- Publishing and circulating material for increasing public awareness of the projects
- Arranging coordination among various Funding Agencies regarding rehabilitation of the rural blind
- Developing an information bank on rehabilitation of the rural blind
- Influencing governmental policies related to rehabilitation of the rural blind.

b. PERSONNEL STATIONED AT THE CENTRAL COORDINATING OFFICE

Designation

Status

| | |
|--|--------------------------|
| Vice-Chairman NAB(RAC) | Honorary worker |
| Secretary NAB(RAC) | Honorary worker |
| Joint Secretary NAB(RAC) | Honorary worker |
| All India Rural Rehabilitation Officer | Paid employee of the NAB |
| Project Co-ordinator | Paid employee of the NAB |
| Clerk-Typist | Paid employee of the NAB |

c. **ROLE OF THE ALL INDIA RURAL REHABILITATION OFFICER**

- Helping in selection of field staff for the various project partners
- Arranging the six-week training programme for the field staff
- Paying regular visits to the projects to observe progress
- Modifying the training syllabus and rehabilitation methods in accordance with regional needs
- Evolving new techniques of mobility keeping rural conditions in mind
- Organizing refresher training courses for the supervisory staff of various projects
- Any other duties entrusted by the NAB(RAC).

d. **ROLE OF THE PROJECT CO-ORDINATOR**

- Coordinating various projects implemented by the NAB(RAC)
- Obtaining regular physical and financial reports from various projects
- Analysing monthly reports received from various projects
- Corresponding with other blind welfare organizations and rural development agencies for evolving rehabilitation programmes
- Visiting and observing the working of various projects and reporting to the NAB(RAC)
- Corresponding with the NAB State Branches for encouraging them to implement such projects in their region
- Preparing publication material for creating public awareness of the project
- Any other duties entrusted by the NAB(RAC).

4. *Role of the Project Implementing Agency*

The Project Implementing Agency will actually implement the project and bear the following responsibilities:

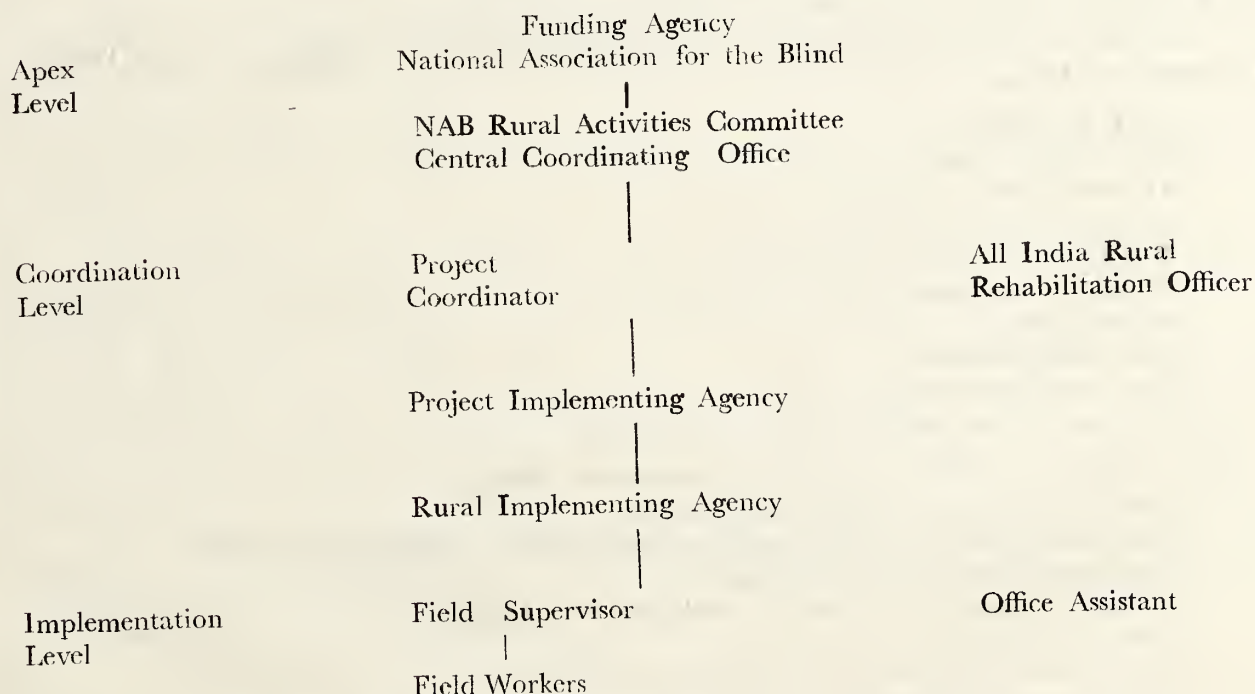
- Providing services of Honorary Project Director and other honorary advisory staff
- Entrusting responsibility for implementing the project to the Project Director
- Providing office space, conveyance, and office infrastructure, such as furniture and typewriter
- Identifying the Rural Implementing Agency
- Implementing the project according to guidelines set by the NAB(RAC)
- Sending regular physical and financial reports in prescribed forms to the Central Coordinating Office
- Routing all correspondence through the Central Coordinating Office
- Maintaining strict adherence to budgeted heads
- Involving the funding agencies and other governmental agencies for obtaining funds for the continuity and expansion of the project to other areas
- Involving agencies like Panchayat, district administration, and developmental agencies
- Tapping local media for public awareness
- Encouraging other blind welfare agencies in the area to take up similar projects
- Arranging for the eye-checkup of all the blind persons covered under the project and taking the help of agencies organizing eye camps
- Approaching the District Education Officers for convincing them to admit blind children to the village schools
- Approaching the local health authorities for providing health facilities to the blind covered under the project
- Any other duties entrusted by the NAB(RAC).

5. *Role of the Rural Implementing Agency*

The Rural Implementing Agency will be a local agency selected by the Project Implementing Agency for actual implementation of the project in the chosen area under its direct control and supervision. The role of the Rural Implementing Agency will be as follows:

- Implementing the project under the close supervision and guidance of the Project Implementing Agency
- Providing services of an Honorary Joint Director for supervision of the project
- Providing office space for holding Weekly Review Meetings
- Helping to tap local resources for eye-checkup, health care, and other general services, and organizing eye camps
- Contacting local sources of funding for the economic resettlement of blind persons covered under the project
- Tapping local media for creating public awareness regarding the project
- Arranging for the routine supervision of the working of the field staff of the project
- Submitting weekly progress reports to the Project Implementing Agency
- Arranging regular visits to the beneficiaries of the project
- Arranging to admit blind children to the local village schools by convincing the parents and the school authorities
- Arranging braille and educational material to be supplied to blind persons
- Arranging services of Resource/Itinerant Teachers for the children studying in the integrated schools
- Any other duties entrusted by the Project Implementing Agency.

Organisational Structure



VI PROJECT IMPLEMENTATION

A. Identification of Project Implementing Agencies

The actual implementation of the project deserves the greatest amount of clarification to avoid confusion in implementation.

1. *Selection Process*

NAB(RAC) has to play the most important role in selecting the Project Implementing Agency. It undertakes the following activities:

- Selecting a tentative location for project implementation
- Identifying a suitable agency
- Explaining the project ideology and role performance to the agency
- Inviting a project proposal based on the guidelines enumerated in the manual
- Scrutinising the project proposal at the level of the Central Coordinating Office
- Deputing the Project Coordinator to verify the details
- Placing the project proposal before the NAB(RAC) for approval
- Forwarding the project proposal to the funding agency
- Sending all relevant material necessary for project implementation
- Deputing All India Rural Rehabilitation Officer for initiating the project

2. *Agencies Eligible for Selection*

Select any of the following agencies (in the declining order of preference) as the Project Implementing Agency:

- NAB State Branch
- Blind welfare agency
- Disabled welfare agency
- Eye hospital or local hospital
- Rural development agency
- Social welfare organization
- Service club
- Educational institution
- Local administration
- Prominent social worker

3. *Required Characteristics of the Project Implementing Agency*

- Sound track record of rehabilitation work
- Good infrastructural facilities such as office, telephone, staff, and vehicles
- Experience of working in rural areas
- Dynamic management willing to implement new projects
- Good contacts with rural agencies
- Good contacts with an eye hospital
- Sound financial position to ensure expansion of the project to other areas out of own or raised funds
- Registered as society, trust, or both
- Preferably registered under Foreign Contribution Act.

B. Selection of the Project Area

The first duty of the Project Implementing Agency is to select a rural area for implementing the project. The parameters for selecting the area are enumerated below:

1. Predominantly Rural Areas:

The area should be predominantly rural, i.e., 85 per cent or more of the total area being rural. For this purpose, refer the latest census reports.

2. Remoteness of the Area

The rural area should be at a distance of 20 km or more from a city or town, and villages in the area should have a population of less than 10,000 persons.

3. Backwardness of the Area

Preferably choose a backward rural area for implementing the project. The government has declared many areas as backward. The parameters for classifying an area as backward are:

- Low per capita income (below national average)
- Low literacy rate (below 40 per cent)
- Drought proneness of area
- Low irrigation facilities
- Large percentage of dry land
- Paucity of medical facilities

Absence of medical facilities directly reflects that the general health of the rural area is poor.

4. Existence of a Rural-based Hospital or Rural Agency

If the area has such a facility, this infrastructure can be used for providing medical services or for advancing rehabilitation services. This hospital would prove invaluable in the work related to the prevention of blindness.

5. Higher Incidence of Blindness

Select an area where studies or secondary data prove that there is a high incidence of blindness.

6. Availability of Transport Facilities

The rural area should be easily accessible, otherwise the project monitoring would be difficult and expensive. Transport facilities to and from the area should be adequate.

7. High Density of Population

The density factor would result in a comparatively lower cost of reaching the rural blind. The density of persons per square kilo-metre should ideally be 300.

C. Selection of Rural Implementing Agency

As the Project Implementing Agency would normally be an urban based one, it cannot take upon itself the responsibility of directly implementing and monitoring the project. It has to identify an agency stationed in the selected project area to undertake responsibility for the day-to-day functioning of the project.

1. Characteristics of the Rural Implementing Agency

- a. It should be one of the following agencies (in the declining order of preference):
 - Local hospital, primary health centre, or eye hospital
 - Local blind welfare organization

LIVE ILLUSTRATION-I: Selection of Dholka Taluka

As a pilot project area, NAB(RAC) selected the Dholka taluka due to the following parameters:

1. Distance from Ahmedabad-40 km

Table 6.1**2. Details of Area**

| Area | Acres | Percentage of total area |
|-------|--------|--------------------------|
| Rural | 427085 | 98.5 |
| Urban | 6671 | 1.5 |
| Total | 433756 | 100.00 |

Source: Survey Report: Ahmedabad District: 1981

3. There are 115 villages and only two towns—Bavla and Dholka.
4. Dholka has been classified as a backward taluka with 43 villages being declared drought prone.

Table 6.2**5. Population Statistics**

| Detail | Urban population | Rural population | Total population | Rural population as % of total |
|--------|------------------|------------------|------------------|--------------------------------|
| Dholka | 52215 | 174362 | 226577 | 77.06% |

Source: Survey Report: Ahmedabad District: 1981

Table 6.3**6. Details of Land**

| Detail | Land in acres | % of total land |
|--------------------------------|---------------|-----------------|
| Dry agricultural land | 2,63,408 | 71.06 |
| Uncultivated agricultural land | 48,819 | 13.17 |
| Barren land | 19,519 | 5.26 |
| Irrigated land | 38,978 | 10.51 |
| | 3,70,724 | 100.00 |

Source: Survey Report: Ahmedabad District: 1981

7. Literacy Rate: 34.54%

8. Dholka town is in the centre of the taluka and has a rural eye hospital run by the Indian Red Cross Society.

Table 6.4
9. Transport Facilities

| Details | Dholka taluka (%) |
|---|-------------------|
| Total inhabited villages | 116 (100) |
| No. of villages having bus services for the whole year | 61 (52.59) |
| No. of villages having bus services during fair season only | 48 (41.38) |
| No. of villages not having bus services | 7 (6.03) |

Source: Survey Report: Ahmedabad District: 1981

10. Density of population: 334 persons per sq.km.

The NAB(RAC) carefully selected the Dholka taluka for implementation of its pilot project due to the following characteristics:

- It is a predominantly rural area and also declared 'backward' by the State Government.
- In spite of being at a distance of only 40 km from Ahmedabad city, it has been deprived of health and medical facilities.
- Agriculture is very poor in the area, and people live a very hard life.
- Dholka town has an eye hospital doing the unique work of eye collection.
- Its General Secretary, Mr. Gautam Majmudar, is known for his dynamism, sincerity, and hard work.

The entire set up was ideal for initiating the project. The vigilance and guidance of Mr. Majmudar in implementing the project helped to realize all the objectives stated theoretically in the project proposal.

- Rural development agency
- Social welfare organization
- Rural educational institute
- Local administration
- Prominent local person.

- Experience of handling blind welfare or rural development projects.
- Availability of office space and other infrastructure.
- Willingness of personnel to handle the day-to-day working of the project.

2. *Need for Appointing Rural Implementing Agency*

- Awareness of the local conditions
- Proximity to the project area
- Sound local contacts
- Availability of infrastructure
- Close links with the field staff
- Day-to-day routine supervision of the field staff

Special Note

If the Project Implementing Agency is not able to identify a suitable Rural Implementing Agency in the project area, it can itself perform the role of the latter by stationing its staff in the area.

However, it is advisable to select a Rural Implementing Agency to deliver the services of rehabilitation effectively to the rural blind.

D. Formation of Clusters

Once a decision has been taken regarding the rural area to be adopted, the office-bearers of the Project Implementing Agency and the concerned office-bearers of the Rural Implementing Agency must meet, have discussions on the following lines, and divide the project area into the required number of clusters.

1. Obtain a road map and a list of villages of the rural area from the following sources:

- Public Works Department
- Taluka Development Office
- District Collector's Office
- District Panchayat Office

2. Use the location code of the villages, which indicates proximity between the villages, as a guideline for the formation of the clusters.

3. Clubbing of villages for the formation of Panchayats should also be considered. The villages covered in a Panchayat should be covered in the same cluster.

4. Form groups of 10-12 villages keeping in mind proximity of villages and geographical locations. Each group can be called a cluster. Thus the total taluka should be divided into the required number of clusters.

5. In each cluster, locate one main central village which preferably has:

- Post-office
- Bus facility
- Population of 8,000-10,000 persons
- A high school

6. Name the cluster after that main village.

Eight clusters can be taken up at a point of time as the project provides for eight Field Workers. The details of clusters made in the Dholka Project are depicted in Table 6.5.

LIVE ILLUSTRATION-II: Selection of Implementing Agencies

1. NAB(RAC) selected the Indian Red Cross Society, Dholka as its first Rural Implementing Agency due to its following characteristics:

- Eye hospital at Dholka
- Extension services of eye-care to rural area
- World famous eye-collection agency
- Availability of office infrastructure
- Willingness of persons concerned to implement the project.

2. NAB(RAC) selected NAB Karnataka State Branch as its second Project Implementing Agency due to the following characteristics:

- Active State branch
- Existence of a mobility training centre
- Experience in the work of rural rehabilitation of the blind
- Availability of office infrastructure
- Active trustees
- Willingness of the persons concerned to implement the project
- Rural conditions distinct from Dholka.

Table 6.5
Details of Formation of Cluster—Dholka Project

| Name of cluster | Number of villages | Number of blind persons identified |
|-------------------|--------------------|------------------------------------|
| 1. Ambliyal | 10 | 36 |
| 2. Kouka | 10 | 21 |
| 3. Devdholera | 11 | 33 |
| 4. Bavla-I | 10 | 20 |
| 5. Bavla-II | 8 | 27 |
| 6. Shiyal | 10 | 30 |
| 7. Sahij | 12 | 15 |
| 8. Koth | 13 | 31 |
| 9. Gundi | 11 | 10 |
| 10. Varana | 10 | 39 |
| 11. Chiyada | 11 | 31 |
| 12. Dholka (town) | 1 | 46 |
| | 117 | 339 |

Source: Reports submitted by Indian Red Cross Society, Dholka.

VII

SELECTION AND TRAINING OF FIELD STAFF

A. Selection of Field Staff

The most important ingredient for the success of the project is the recruitment of proper field staff.

Table 7.1
Project Staff

| Designation | No. | Qualification | Remarks |
|--------------------------------|-----|---|--|
| 1. Project Director | 1 | Experienced in blind welfare | Honorary representative from the Project Implementing Agency |
| 2. Joint Director | 1 | Experienced in blind/rural welfare | Honorary representative from the Rural Implementing Agency |
| 3. Supervisor | 1 | Graduate with experience in rural welfare | Preferably belonging to the rural areas |
| 4. Field Worker | 8 | S.S.C. (Matric) | Needy, enthusiastic, and dynamic persons from the project area and interested in service |
| 5. Resource/Itinerant Teachers | 2 | B.A., B.Ed. | Teacher with two years experience, preferably from a rural area |

Source: Proposed-NAB(RAC)

The surest way to ensure success of the project is to take Field Workers from the target area itself. No publicity or advertising is required for this post. The Field Workers should be sons of the soil, with high school education, young, socially conscious men and women, who have returned to their villages to work. Select two Field Workers from each cluster. Select the Field Supervisor from any village of the project area.

The Resource/Itinerant Teachers must be graduates with a Bachelor's Degree in Education. Recruit them from the project area itself through advertisement in the local papers, or through word of mouth, or personal contact.

1. *Inviting Applications*

To select Field Workers from the project area itself, create awareness in the area by:

- Approaching the *Sarpanch* of all the villages
- Contacting opinion leaders of the villages
- Contacting secondary schools in the area for collecting addresses of the students who have completed their school education within the past two years
- Meeting the rural youth in the area
- Involving volunteers of the Rural Implementing Agency
- Putting a notice on the village notice board, school notice board, or at the entrance to the village temple.

The Project Implementing Agency screens and calls suitable candidates for interview at the head-quarters of the Project Implementing Agency. Representatives of the Central Coordinating Office and Rural Implementing Agency may be present at the interview.

2. *Criteria for Selection*

Since the target is to select 16 Field Workers and one Supervisor, a minimum of 80-90 applications are needed to arrive at the best in the lot.

Select the suitable candidates on the following criteria:

a. Age: As the project involves a lot of travelling, consider applicants below the age of 30 years who can ride a bicycle.

b. Education: As the Field Workers are expected to prepare progress reports, maintain accounts, and train the rural blind, consider only those applicants who have successfully cleared the secondary school examination.

c. Residence: Consider only those applicants who come from the project area, preferably from the central village, for the respective cluster.

d. Training: Prefer those who have undertaken some training in rural crafts and agriculture or have work experience in such crafts. Similarly prefer applicants who have the experience of working with the blind.

e. Aptitude: Consider only those applicants who are willing to join the job out of interest and are interested in the field work. For this purpose, test social consciousness and awareness by several aptitude, interest, and personality development tests.

f. Caste Consideration: Consider only those applicants who do not believe in the caste system and are willing to work for the blind persons from all castes, creeds, and religions.

3. *Rationale for Selecting Two Candidates from Each Area*

a. As the training is very intensive, should the selected Field Worker leave halfway, the second one can be absorbed in his place without affecting the project.

b. Organizing training is very expensive. It cannot be organized again and again. If one Field Worker leaves, the second one can then take his place.

c. Between the two Field Workers there will be sense of competition. Each would be motivated to put his best efforts and assimilate as much information as possible. The spirit of competition would help them to remain alert.

d. A choice is available and open to the agency when there are two Field Workers. In the absence of the second, the agency would have to make do with the selected one even if he is found unfit for the work during the training period.

e. Some training costs, like remuneration to experts and cost of literature, would have to be borne irrespective of the number of persons to be trained. It is thus more beneficial to see that the benefits of training are spread over a larger group.

4. Importance of Proper Selection and Training of Field Staff

It is vitally important that the field staff be judiciously selected and properly trained. In a field project, one has to totally rely on the Field Workers to work and deliver services according to prescribed guidelines. The Project Directors or Project Supervisor cannot physically check the daily working of each Field Worker. Much has to be understood from the Field Worker's reports. It is also essential to be able to read between the lines and discover discrepancies, if any.

It is these Field Workers who can thus make or break a project. Every Project Implementing Agency must ensure that the field staff remains motivated and interested in the work.

5. Role of Central Coordinating Office in Organizing the Training Programme

The training programme will be coordinated by the Project Implementing Agency. The Central Coordinating Office will extend the following services through its staff:

- Scheduling of the training programme
- Deciding the syllabus and training method
- Arranging for the appointments of the instructors
- Deciding the place and timing of the training
- Deciding on training philosophy and approach
- Devising methods for evaluating the trainees
- Reporting on the performance of the trainees
- Evaluating the effectiveness of the programme
- Deciding on the extent of application of training devices and aids
- Ensuring cost effectiveness of the programme
- Determining the extent and duration of the refresher courses for the staff.

B. Training of Field Staff

The most important part of the project is the strong training base. As this project is field-based, its success would depend on the ability of the field staff to deliver effectively the services of rehabilitation. Thus sound training is indispensable.

1. Content of Training Programme

The field staff has to go through an intensive six-week training programme. Each Field Worker will be given the experience of blindness by blind folding him, and consequently all activities of daily living will be taught to him.

The six-week training consists of class-room instructions and theoretical training for three hours every day followed by three hours of practical training under blindfold.

2. *Details of Theoretical Training (Syllabus)*

The class-room training creates an environment for imparting basic knowledge for concept clarity. Training is given on the following topics:

a. SOCIO-PSYCHOLOGICAL ADJUSTMENT OF BLINDNESS

- Need for acceptance of blindness
- Socio-psychological make-up of a blind person
- Group dynamics and adjustment-techniques or adjustment
- Role of motivation in the process of adjustment
- Social needs of a blind person, for example
 - Aspiration
 - Concept of self
 - Affiliation needs
 - Encouragement and understanding
 - Mannerisms and personality development

b. EDUCATION AND SOCIAL IMPLICATIONS OF BLINDNESS

c. PATTERNS AND TECHNIQUES OF EDUCATION FOR THE BLIND MERITS AND DEMERITS OF VARIOUS PATTERNS

- Importance of braille and other methods of communication through education
- Methods for increasing self-esteem and self-confidence of a blind person
- Role of educational inputs in the process of socialization
- Relevance and extent of education
- Change in attitude of a blind person through education
- Role of the family and neighbourhood in the educational process of the blind person

d. ORIENTATION AND MOBILITY IN THE RURAL ENVIRONMENT WITH EMPHASIS ON

- History and importance of O&M
- Importance of blindfold training
- Concept formation in O&M and rural mobility techniques
- Other mobility systems—human guides, guide dogs, and electronic appliances
- Posture and gait training, eradication of mannerisms corrective therapy of sensory training
- Environmental barriers and hazards—means of minimizing them
- Activities of daily living, knowledge of home management, child-care, etc.
- Motivation for O&M and importance of the same in the later age
- Various mobility aids and peripetology, knowledge of surroundings, other sensory perceptions

- e. **PRODUCTION POTENTIALS OF THE BLIND**
 - Abilities and special skills of the blind
 - Classification of jobs suitable for the blind
 - (i) skilled, (ii) semi-skilled, and (iii) manual
 - Possibility of remunerative jobs in the rural and urban sector
 - Potentials of employment in the unorganized rural sector
- f. **NATURE OF JOB AND ADAPTATION IN TERMS OF**
 - Improving job-efficiency through training and skill-formation
 - Emphasis on rural trades
 - Existing production workshops and their relevance
 - Examples of successful blind persons
- g. **COMMUNITY PARTICIPATION WITH REFERENCE TO**
 - Need and importance of parental participation and role of family counselling in rehabilitation
 - Role of developmental agencies
 - Means of involving local voluntary and government agencies
 - Ensuring continuity of the project
 - Ways of increasing awareness of blind persons
 - Social incentives for rehabilitation
- h. **RURAL BLIND AND AGRICULTURE**
 - Rural industries—prevalent local profitable crafts
 - Rural agricultural operations
 - Soil and soil management
 - Application of fertilizers
 - Irrigation systems
 - Dry farming, crop rotation
- i. **DAIRY AND ANIMAL HUSBANDRY**
 - Maintenance of cattle
 - Identification of breeds
 - Milking pattern, fodder-types and patterns, and operations suitable for the blind
 - Cattle housing sheds, preparation with locally available raw materials
 - Identifying common ailments/diseases in cattle
 - Marketing of products
 - Costing of dairy
 - Availability of finance
- j. **POULTRY**
 - Identification of breeds
 - Housing
 - Diseases and prevention
 - Fodder pattern
 - Methods of improving production
 - Method adaptation for the blind
 - Availability of finance
 - Costing and profitability
 - Suitability of operations
 - Social problems in raising poultry

Winsome Winnowing



Vajubhai Chawda — Kavitha
Economic Rehabilitation, Farm Work

k. RURAL CRAFTS WITH EMPHASIS ON

- Classification of trades
- Adaptation of blind in these trades
- Raw material availability and marketing
- Loan availability

l. GOVERNMENT PARTICIPATION IN TERMS OF

- Social budgeting
- Government schemes and extent of coverage
- Government cooperation and monitoring system

m. SCHEMES AND CONCESSIONS FOR THE BLIND

- Different schemes and resolutions for the blind
- Schemes of State Government, Central Government, and voluntary agencies
- Schemes for different age-groups of blind persons and concessions
- Mode of obtaining pension
 - Methods and completion of formalities
 - Source
 - Follow-up

n. PROJECT-REPORTING

- Methodology and design
- Maintenance of records
- Role and methodology of supervision
- Decision-making and leadership
- Monitoring-checking, implementation, objective setting, and checking
- Costing and element of accounting
- Project-plan of action

o. AIDS AND APPLIANCES

- Listing of aids and appliances
 - educational
 - rehabilitation
- Scope of appliances in Indian conditions
- Means of procurement of appliances
- Advantage and limitations of various aids

p. VISIT TO INSTITUTES FOR THE BLIND AND DISABLED

3. *Ophthalmic Training*

The Field Workers are also given ophthalmic training to help them to identify simple eye-ailments and understand the various causes of blindness. This will help to dispel their superstitions and equip them with the skills of explaining the same to the rural folk. Training is

given in the following aspects in a class-room and hospital background by eminent ophthalmologists:

- General eye-care
- Pathology of the eye
- Introduction of common eye-ailments and allied diseases
- Prevention of preventable eye-ailments and blindness
- Introduction to prevailing eye-care programmes, etc.
- Procedure for organizing eye camps, availability of financial assistance, and extent of involvement of service clubs
- Causes of blindness and the existing prevention programmes
- Availability of visual aids
- Details of eye-care centres and services existing in the particular district

4. *Practical Training*

The selected field staff have field training for three hours everyday in the rural settings. The venue for providing such training will be a model village with the following amenities:

- A temple or a place of public gathering
- A river or pond or any place for water collection or ablution
- Access with the highway and means of public transport
- Various types of houses, roads, etc.
- Post office, dispensary, school, Panchayat office, etc.
- Dung pits, manure pits, farm machinery, and farm implements.

The concept of having a model village for imparting mobility training is to acquaint the Field Workers with the salient reference points found in a typical village. The field staff will get exposure to orientation and mobility training in a village setting so that more blind can be helped to be adequately rehabilitated.

The knowledge of getting the proper feel of the environment will enable the staff to understand the hazards and benefits of blindness. As the training will be under blind-fold, they will understand the blind better.

The field training is given in the following aspects:

- Methods of identifying rural blind, counselling the family, preparing case histories, reporting in the prescribed proforma, etc.
- Providing orientation and mobility training in a scientific and professional manner
- Training in home economics and daily living skills
- Practical exposure to realistic situations while under blindfold such as crossing a busy road, boarding buses, and negotiating traffic
- Intensive training in rural crafts and trades and agricultural operations of threshing, sowing, reaping, transplanting, operating, and repairing of farm machinery.

Table 7.2
5. Various Personnel Needed for Training

| Details of training | Person needed for lecture |
|--|--|
| 1. Introduction of the project | Project Director, Joint Director |
| 2. Socio-psychological aspects of blindness | i. M.A. with psychology ii. Worker in blind welfare |
| 3. Education of the blind | Teachers of the blind |
| 4. Orientation and mobility training | Trained O & M instructor |
| 5. Potentials of the blind | Occupational therapist |
| 6. Job adaptation of the blind | Vocational counsellor/person experienced in dealing with the blind |
| 7. Community participation in rehabilitation | Trained social worker |
| 8. Aids and appliances for the blind | i. Ophthalmic surgeon ii. Trained blind rehabilitation worker |
| 9. Rural blind and agriculture | Persons from the Department of Agriculture |
| 10. Dairy and animal husbandry | i. Persons from the Department of Animal Husbandry ii. Experienced farmer |
| 11. Poultry | Persons experienced in poultry |
| 12. Rural crafts | Representative of a cooperative dealing with rural crafts |
| 13. Government participation in rehabilitation | Representative from the Department of Social Welfare |
| 14. Ophthalmic training | Ophthalmologists |
| 15. Project reporting | Project Director |

Source: Records of NAB/RAC.

6. Duties of Project Implementing Agency in Organizing the Training Programme

- Selecting the appropriate location
- Providing class-room for theoretical training and identification of rural area for field training
- Arranging lectures
- Arranging boarding and lodging for trainees and All-India Rural Rehabilitation Officer
- Arranging visits to blind welfare organizations
- Undertaking periodical evaluation and examination

7. Special Tips for Training

a. **EMPHASIS ON CASE STUDIES:** Use the case method of study extensively for both illustrating the principles of rehabilitation and encouraging the trainees to come forward with solutions to problem situations.

b. **DISTRIBUTION OF MATERIAL:** Ask the lecturers to prepare a note on their subject. Cyclostyle this note and circulate among the trainees in advance.

c. **REVISION SESSIONS:** Every night, an officer of the Project Implementing Agency and the All India Rural Rehabilitation Officer should together revise with the trainees the topics taught during the day to help the trainees to improve their grasp of the subject.

d. **EMPHASIS ON CLASS PARTICIPATION:** Encourage the trainees to participate actively during the lectures and to ask questions regarding their difficulties. Their participation will help to reflect the abilities of each person.

e. **HOME ASSIGNMENTS:** Give the Field Workers simple home assignments to develop their skills of written communication. Give an assignment like "My Experience on Wearing a Blindfold".

f. **PERIODIC EVALUATION:** Evaluate the trainees every week to gauge their progress. Periodically hold small tests in theory and practicals.

g. **VARIETY IN TEACHING METHODS:** Improve variety in teaching methods to hold the interest of the trainees. Carefully select the topics and visiting faculty.

8. *Special Note for Training of Resource/Itinerant Teachers*

The two Resource/Itinerant Teachers will participate in the six-week training programme with other staff. However, the NAB Department of Education will arrange a further four-week special training programme in two phases of two weeks each.

This special training will enable the Resource/Itinerant Teachers to obtain knowledge for effectively discharging their duties. However, the Project Implementing Agency will have to make the following additional arrangements:

- Teaching braille reading and writing and working on the brailier and other educational aids for the blind
- Additional two-week training for practical exposure to teaching the blind students
- Visits to the existing integrated education projects to study their working
- Explaining the existing schemes of scholarships for the blind students.

9. *Role of NAB Education Committee in Training of Resource/Itinerant Teachers for Integrated Education*

The NAB Education Committee will be responsible for coordinating the training of integrated education teachers. Its role in training is as follows:

- Preparing syllabus for training
- Deputing experts and research personnel to co-ordinate training of integrated education teachers
- Giving practical training to teachers in teaching a blind child
- Arranging for visits to integrated education projects

If feasible, the training will be arranged at the National Institute for the Visually Handicapped and/or regional training centres for the teachers of the visually handicapped and similar agencies or by the NAB Education Committee which is running special training programmes.

Refresher course for Resource/Itinerant Teachers will be held as and when necessary. Orientation courses of class teachers of the village schools will also be held, if feasible.

C. Performance Evaluation and Final Selection

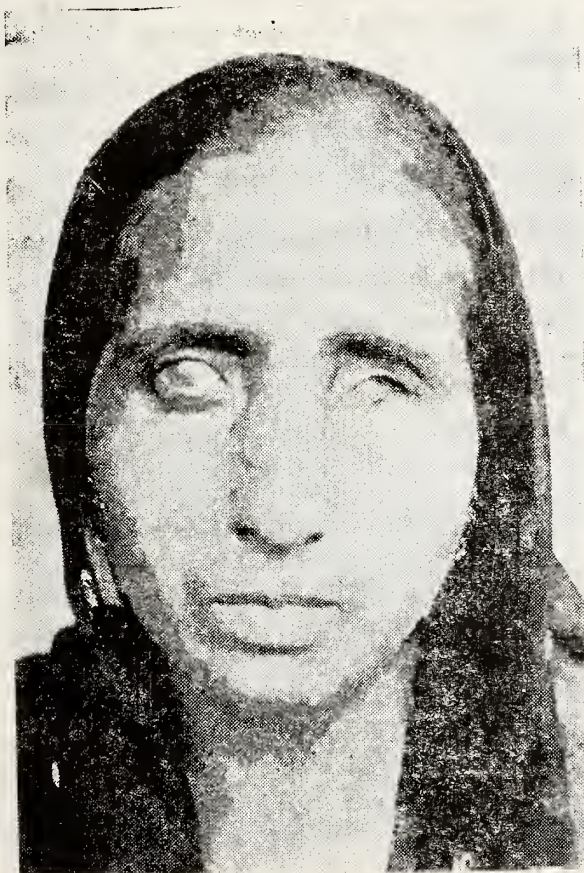
On completion of the six-week training programme, each Field Worker is assessed through a written test and a general aptitude test on the following parameters:

- Performance in theory examination based on the syllabus
- Performance in practical examination
- Skills of communication
- Ability to impart training and counselling
- Interest and involvement in his work
- Skills of written communication and report-writing
- Skills of persuasion
- Level of optimism and enthusiasm
- Concept clarity
- Innovativeness and ability to adapt theoretical knowledge to rural reality
- Ability to get along with people

Then the better of the two Field Workers is selected for work in a particular cluster. The selected Field Workers are assigned to the Rural Implementing Agency for initiating the actual field work.

The selected Field Workers will report for duty to the Rural Implementing Agency who issues them the appointment orders and entrusts to them the identification of the blind.

Lead Kindly Light



Cornea Grafting
Bibiben Sujanbhai Malek
— Dholka

VIII

PROJECT COMPONENTS

- A. Prevention of Blindness
- B. Identification of the Blind
- C. Extension of Services
- D. Economic Rehabilitation
- E. Rehabilitation of Blind Children
- F. Rehabilitation of the Partially Sighted

A. **Prevention of Blindness**

Since "prevention is better and less expensive than cure", every Project Implementing Agency should strive to work for this aspect too in the project area in the following ways:

1. *Working for Prevention of Xerophthalmia*

Use the Agency's infrastructure to diagnose malnourished children and provide them vitamin and protein enriched food to prevent them from falling prey to nutritional blindness (Xerophthalmia). Raise the funds for this project through donations from the general public, service clubs, or other sources.

a. **IMPORTANT POINTS TO HELP PREVENT XEROPHTHALMIA**

(Source: *Xero India*, Issue No. 9, July 1985)

- Breastfeed vitamin A rich colostrum (the first breastmilk) to the new-born baby.
- Breastfeed infants for at least one year.
- Start at 3-6 months to feed infants locally available dark green leafy vegetables rich in vitamin A, well-cooked, finely chopped, and mixed with other food, if possible, to make them more acceptable.
- Include dark green leafy vegetables or fruits in the feeding of pre-school children every day.
- Include yellow-orange fruits rich in vitamin A (i.e. papaya and mango) in the child's diet.
- Fat or oil helps absorption of vitamin A and betacarotene from the gut. So include fat in the child's diet, with the dark green leafy vegetables, fruits, and other sources of vitamin A.
- Continue to feed children ill with diarrhoea, measles, respiratory, and other serious infections with their usual food, with dark green leafy vegetables and yellow-orange fruits, and if possible, give them vitamin A (200,000 IU) in oil by mouth.
- Give vitamin A (200,000 IU) in oil by mouth to pre-school children every 4-6 months.
- Pregnant and lactating women should eat food rich in vitamin A every day.

- Administer vitamin A (200,000 IU) in oil by mouth to mothers immediately after the birth of their child or within one month after birth.
- Educate families that night-blindness is an early warning sign of xerophthalmia and can be treated by feeding vitamin A (200,000 IU) in oil by mouth.
- Teach school children to detect and report night-blindness in younger children.
- Administer vitamin A (200,000 IU) in oil by mouth to all malnourished children admitted to hospitals or clinics, so long as they have not had a similar dose recently.
- Health and medical workers should learn how to recognize, treat, and prevent xerophthalmia.
- Learn what foods containing vitamin A are locally available and how to prepare them.

2. *Check-up of Every Blind Person*

Ensure that every blind or partially blind person covered under the Project is checked up at a base hospital. Experience has proved that a significant percentage of "blind" persons can regain sight through surgical intervention.

3. *Organizing Eye Camps*

a. Collaborate with an eye hospital for holding eye camps to ensure that every person having eye trouble in the project area is checked up. This check-up and further surgical intervention or other treatment can be effectively done through an eye camp. Since the project has a field staff throughout the area, there will be a synergy in operations. The funds for eye camps can be raised from service clubs, from government health departments, or from funding agencies such as the RCSB.

b. PREVENTION OF BLINDNESS DUE TO CATARACT

(Source: *Cataract*, Ministry of Health and Family Welfare, August, 1978)

Instruct the concerned persons to take the following precautions to prevent or at least delay the onset of cataract:

- A good and nourishing diet, rich in proteins and vitamin, such as milk, papaya, mango, carrots, palak, egg, and fish, should be taken.
- Protect the eyes from excessive exposure to sun-rays, intensive heat, X-rays and injuries.
- Diseases such as diabetes and syphilis should be effectively treated early. These diseases not only lead to cataract but also are responsible for many complications during the cataract operation.
- Cataract cannot be cured by application of any medicine to the eye or by taking medicine orally. In the beginning eye-sight can be improved with glasses. Suitable glasses should be obtained after getting the eyes tested. The power of glasses changes with the progress of cataract. These are required to be changed every six months or so till no glasses are found useful.

c. CONDITIONS GOVERNING FINANCIAL ASSISTANCE BY ROYAL COMMONWEALTH SOCIETY FOR THE BLIND TO ORGANIZERS OF EYE CAMPS

(Source: *Dispel Darkness*, Part II, Published by: Lions Club of Matunga)

i. The camp should be held in a rural area in a place with less than 50,000 population.

ii. The camp site should be clean and maintained thus. It should be free from dirt, flies, and mosquitoes. Clean drinking water and toilet facilities should be adequately provided for the needs of patients and their attendants.

iii. Proper accommodation for the camp may be found in a school, primary health centre, rest house, dharmashala, etc., where 3-4 pucca rooms and enough open space to pitch tents are available.

iv. The local community should participate in organizing the camp. Volunteers and helpers from local groups should be involved in such activities.

v. A camp's normal catchment area includes villages within a radius of 30-40 km. Extensive publicity—using formal, non-formal and local methods—should be done.

vi. A qualified ophthalmic surgeon should examine and screen the eyes of all patients who visit the camp, provide outdoor treatment where necessary, and identify those who need surgery.

vii. Preliminary examination of the patient to be operated such as checking blood-pressure, ocular tension, and urine, should necessarily be done and recorded before surgery.

viii. The operation theatre should be safe for surgery. All ophthalmic instruments and surgical dressings should be sterilized.

ix. Operations should be done by qualified and registered ophthalmic surgeons only.

x. During the camp, an experienced ophthalmic specialist should perform minimum of 3 dressings of the operated patients—the first dressing on the day after operation, the second dressing on the fourth day of the operation, and the third dressing on the day of discharge.

xi. One ophthalmic assistant or junior doctor and at least one from among the camp organizers should necessarily be in attendance at all times till the camp is over.

xii. Patients operated for cataract should be examined one month after discharge and details of vision, etc., should be recorded. Complications, if any, should be reported to the Senior Ophthalmic Surgeon in charge of the camp.

xiii. It is desirable that the patients are provided food during their stay at the camp and cataract spectacles at the time of discharge.

xiv. A register must be maintained which should contain the name and full address of the patient, the nature of the complaint, diagnosis and treatment. Operated cases should be shown separately. This register will be subject to verification by the RCSB or other authorities concerned.

xv. It is recommended that the ophthalmic team visits schools in the locality to detect visual defects among school children and to impart eye health education.

d. PROCEDURE TO OBTAIN FINANCIAL ASSISTANCE FOR EYE CAMPS FROM THE RCSB

- i. Write to RCSB India Office at Bombay for the eye camp application form No. EC. 02.
- ii. You will receive one set of two forms Nos. EC-02. Fill the forms in capital letters or type the information. Send two forms to RCSB office.
- iii. Fill one set of two forms for each camp proposed. Do not enter more than one camp request on the same form.
- iv. RCSB will process your request and return one form to you on which the decision will be indicated.
- v. If your request is approved, the form will contain a code number and an approval stamp. In all future correspondence, quote the code number. Without this it will not be possible to connect your papers.
- vi. Immediately after the camp is completed and not more than 15 days later, send the following:

- Ophthalmic Surgeon's certificate EC-03
- Eye camp report in duplicate
- List of patients treated and operated
- Postcard size photos (2 sets) showing:

- general camp atmosphere
- patients arriving at the eye camp
- patients being registered
- patients being examined, operated
- patients resting in the wards.

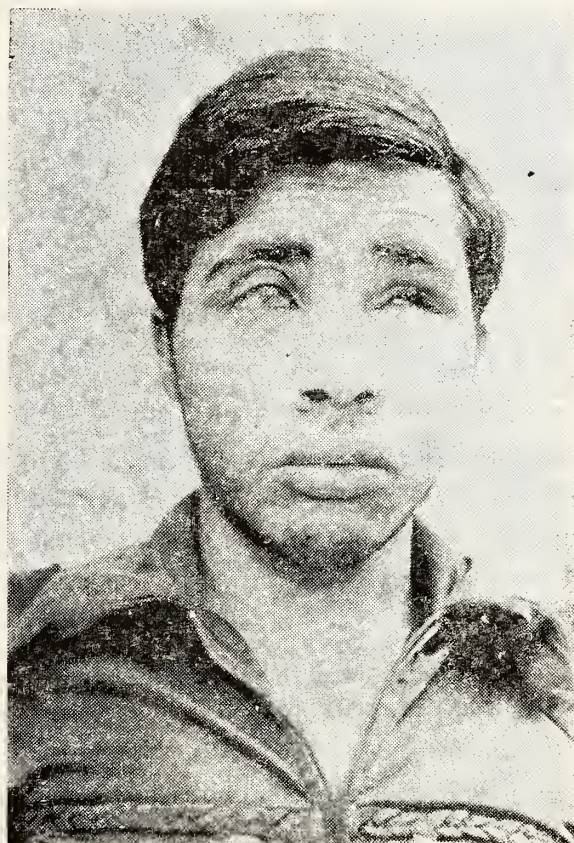
vii. RCSB will send the amount due by an account payee cheque drawn in favour of the applicant on the applicant's banker.

viii. It is important to

- Apply for financial assistance at least eight weeks prior to the scheduled commencement dates of the camp
- Obtain prior approval if financial assistance is required.
- Submit the Ophthalmic Surgeon's certificate (EC-03) immediately after the camp is over.

For availing financial assistance from the Government of India under National Programme for Prevention of Visual Impairment and Control of Blindness, the prescribed Form XI is enclosed.

From Darkness to Light



Keratoplasty Case Jentibhai — Dholka

4. *Information on Eye Care*

Spread information on eye care to increase the level of awareness and reduce blindness due to ignorance. Do this with the help of the local mass media.

B. **Identification of the Blind**

The Joint Director or the Project Director would assign the full cluster or a part of it to the Field Workers and entrust the work of identification of the blind. The following sources may be exploited for identification of the rural blind:

1. *Village School*

Approach the village school authorities for getting an idea of the number of blind persons.

2. *Village Panchayat*

The Panchayat office has documents related to the village statistics and information regarding socio-economic conditions of blind persons.

3. *Opinion Leaders*

Opinion leaders play a very big part in influencing affairs pertaining to village life. Seek their support for the project. They could be of great help in getting information regarding the blind.

4. *Display at Religious Places*

The religious places have a great hold on the lives of the rural populace. Display notices regarding the project at such places to elicit information regarding the blind persons.

5. *Door-to-Door Survey*

The best and most fool-proof method of identifying the blind person is to conduct a door-to-door survey of the village and identify the blind person. Visit every house in the village to trace every blind person in the village.

6. *Asking the Blind Person Himself*

Once one blind person has been identified, he would be able to give details of other blind persons in the village. Use this information to cross-check the information collected by other methods.

7. *Enlisting Help of Other Development Agencies*

The other local developmental agencies, such as youth clubs, hospitals, and rural welfare agencies, could be tapped for eliciting information regarding blind persons.

C. **Extension of Services**

After undertaking survey of the blind persons in the cluster assigned to him, the Field Worker should carry out work as per the details given below:

1. *Completing Individual Preliminary Information Report*

Form I contains the details to be filled in for every blind person. It contains details of age, sex, age of onset of blindness, cause of blindness, level of education, etc., of each blind person. Such a report, which is to be filled in by the Field Worker, gives a total picture of the blind person before any rehabilitative services are accorded to him. Moreover, it helps to compile statistics for preparation of comparative statements.

2. *Assignment of Five Blind Cases*

The Project Director will collect the survey reports and assign five blind cases for rehabilitation to each Field Worker. A Field Worker is required to put in eight hours of field work daily. Thus he can put in one and half hour for each blind person if five persons are taken.

3. *Selection of Initial Five Cases*

a. **PROXIMITY OF CASES:** The Field Worker would be able to effectively handle the cases if they are in proximity to each other. It would be best to first take up the blind persons in the Field Worker's own village as this will help him to begin in familiar surroundings.

b. **AGE MIX OF BLIND PERSONS:** To make an immediate impact, blind children and blind persons belonging to the working age group, i.e., 15-45 years, should be taken up first. Successful rehabilitation of these cases will have a demonstration effect and convince the villagers and other blind persons of the bonafides of the project.

4. *Taking up of Challenging Cases*

Challenging cases as given below should be taken up first:

- Newly blinded persons
- Young blind children
- Blind housewives
- Educated blind

5. *Scheduling of Services*

On the basis of the individual felt needs of each blind person, the Field Workers should prepare a service scheme under the guidance of the Field Supervisor. For each blind person covered under the project prepare an individual services scheme. Provide services in the following sequence:

- Orientation and mobility training for those who need such training
- Training in activities of daily living for the newly blind and those who depend upon their family members for such needs
- Training in home economics particularly for blind women
- Completion and follow-up of pension forms for the destitute blind above the age of 45
- Provision of suitable aids and appliances for the deserving blind
- Training in the home situation of all the blind who are capable and desirous of undertaking production of rural crafts or agriculture.

6. *Advancing of Services*

After five persons are adopted, advance the following services according to the age-group:

a. **COUNSEL THE BLIND PERSON AND HIS FAMILY:** Contact the blind person and his family and convince them of your bonafides. Understand the socio-economic environment of the blind. Then:

- Give a brief introduction of the project, the Project Implementing Agency, and yourself
- Explain the motives of the project
 - non-institutional
 - grass-root rehabilitation at the door-step with the help of the family and the community
 - non-political affiliation
 - individual need-based rehabilitation
- Explain that you have come to help the blind person to help himself
- Give illustrations of successful blind persons using visual aids and published materials
- Convince the family that the blind person can do meaningful work and be independent by demonstration of work under blind fold and giving relevant examples and information.

b. **TAKE THE HELP OF VILLAGE SARPANCH AND VILLAGE OPINION LEADERS:** Meet the village Sarpanch and other village opinion leaders, such as the Headman, school Headmaster, and other influential persons, and convince them of the bonafides and the philosophy of the project.

c. **CONTINUE REHABILITATION SERVICES:** Rehabilitate each blind person according to his age, sex, caste, and family background. When any case out of the five is completed and rehabilitated totally according to his expressed needs and as per the check-list (Table 10.4), take up another case immediately. Do not wait for all first five cases to be completed to take up other cases. The training work to be imparted must be a continuous process. The Field Worker must have 5-6 blind persons always for imparting training while ensuring follow-up of other cases.

d. **REHABILITATION SERVICES:** Training in orientation and mobility and activities of daily living to make the blind person independent would have to be scientifically imparted. Training to be provided according to the age of the blind person is explained in detail below:

I. Age Group 0-16 Years

Train the blind children to enable them to play and enjoy life like sighted children. They cannot be expected to be wage earners, but they can be imparted elementary training in rural trades for their integration in rural life. The training to be provided to children has three aspects:

- Orientation
- Mobility
- Activities of Daily Living.

The following "Tips for the Field Workers" will enable the field worker to provide the training scientifically while keeping in mind the special needs of the particular age-group:

| | |
|--------------------|----------------|
| Nature of Training | : ORIENTATION |
| Age Group | : 0-16 Years |
| Imparted by | : Field Worker |

NATURE OF ORIENTATION TRAINING

- House, household things, rooms, neighbourhood, houses in the vicinity, roads around the house
- Panchayat office, post office, temple, village school, market place, river/pond, village main roads, buss top, any other prominent places in the village]
- Clothes of either sex, dressing styles, popular costumes, folding and arranging of clothes, sequence in putting on and off clothes
- Grains, pulses, vegetables, fruits, fodders, oil cakes, feeds, husk, straw, etc., by touch, smell, and taste
- Grasses, plants, trees, and shrubs of different types by touch and embossed pictures
- Fuel, firewood, dung cake, coke, fireplace, stove, methods of lighting and putting off fire

Teaching the Lines of Fate



Chaturji Thakore — Saroda
Field Worker teaching orientation by the use of a tactile map

- Animals, particularly cows, buffaloes, oxen, camels, goats, sheep, etc., by touch; other animals, birds, etc., through toys, embossed pictures, etc.
- Currency denominations, postcard, inland letter by touch
- Slate, pen, pencil, book, school bag, etc.
- Play things like kites, marbles, slings, crackers, etc., depending on regional conditions
- Rural festivals, melas, celebrations, etc.
- Seconds, minutes, hours, days, weeks, months, years, seasons
- Bullock cart, camel cart, different automobiles by touch and sound
- Different shapes, concept of size, volume, weights, measures, numericals, etc.
- Family occupation, prevalent rural trades, crafts, agriculture operations, domiciliary occupations, etc.

| | |
|--------------------|----------------|
| Nature of Training | : MOBILITY |
| Age Group | : 0-16 Years |
| Imparted by | : Field Worker |

NATURE OF TRAINING

- Human guide techniques of touch, leading, narrow passage, dead ends, about turn, methods of holding on to arm, ascending, descending, etc.
- Protective techniques of upper cross body and lower cross body
- Training, direction-taking, detecting dropped objects, landmarks, particularly to grown up children, etc.
- Sensory training in sound location, discrimination, alignment, echo, shadow perception in case of partially blind children, light perception, touch, smell, and taste
- Indoor cane techniques of position of cane, cross body, avoiding obstacles, etc.
- Outdoor cane techniques of hand-positioning, grip, wrist movement, arc, instep, rhythm, shoreline movement, drag and glide, touch and drag, etc.
- Parts of cane, benefits of using long cane
- Crossing of roads, encountering animals, bullock carts and vehicles, climbing and descending from a public transport, bullock carts, other modes of transportation
- Familiarity with neighbourhood, Panchayat office, bus stop, school, temple, public places, pond/river, etc.
- Informal mobility training in running, jumping, climbing, crawling, throwing, etc.
- Art of seeking help, safety rules, different mobility aids, traffic lights, etc.

Note: The training should also be imparted to the parents in case of children between 0-5 years.

| | |
|--------------------|-----------------------|
| Nature of Training | : DAILY LIVING SKILLS |
| Age Group | : 0-16 Years |
| Imparted by | : Field Worker |

NATURE OF TRAINING

- Toilet training
- Body-cleanliness, bathing
- Dental care, brushing teeth, keeping brush at a proper place
- Shaving (blind boys), putting on clothes, buttoning them properly, wearing footwear, oiling and combing hair, cutting nails, cleaning of ears, etc.
- Drinking water, tea, etc., eating without spilling, use of spoon, holding of plate, positioning of glass, etc.
- General cooking, particularly for the blind girls, lighting stove, fire, boiling milk, cooking vegetables, rolling chapati, using frying pan etc.

- Washing and cutting vegetables, preservation of food articles etc.
- Cleaning utensils, keeping them properly, sweeping the house, adjusting household goods, mopping floors, washing clothes, etc.
- Making and folding bed and bed linen
- Training in social etiquette, perfect posture in all actions, and maintaining decorum
- Counting currency, identification of notes, keeping money carefully
- Memorizing poems, songs, name of village, neighbouring villages, family members and peers
- Playing popular games
- Recognizing friends, relatives, family members, school teachers, and important persons in the village
- Tuning on and listening to radio, developing interest in music, news, etc.

SPECIAL TIPS FOR FIELD WORKER

AGE GROUP 0-16 YEARS

- Explain causes of blindness to reduce superstition
- Convince the parents to think of the child as a normal child
- Allow the child to play normally

The Magic of Mobility



Bibiben Sujanbhai Malek — Dholka
Field Worker teaching mobility training

- Repeat training to make the child perfect
- Introduce training in an area which is of particular interest to a blind person
- Convince the parents of the potentials of their child by demonstration and illustration
- Impart relevant training to parents, and counsel them how to rear a blind child
- Remove bad mannerisms and bad habits of the child and teach social etiquette
- Teach the child to be scrupulously clean
- Take care that the child does not eat mud
- Try and reduce moodiness or crankiness of the child by telling stories, etc.
- Teach the child to dress properly
- Convince the parents to send the child to school
- Convince the school teacher to pay personal attention to blind students
- Encourage fellow-students to accept the blind students and to help the latter in studies and other daily routine.

Note: In the case of children below 5 years of age, the parents should be taught the above concepts and how to rear their blind child.

II. Working Age Group 17-50 Years

Blind persons in the age-group of 17-50 years are persons who are in the prime of life. They need to be trained to efficiently handle their lives, their homes, and be integrated in

the society. They are of an age when they need to have some remunerative occupation for their social esteem.

Give training in a way to make the blind persons productive as sighted persons in this age-group, on the following aspects:

- Orientation
- Mobility
- Activities of Daily Living

The following "Tips for the Field Worker" will enable the Field Worker to provide training scientifically while keeping in mind the special needs of the blind persons.

| | |
|--------------------|----------------|
| Nature of Training | : ORIENTATION |
| Age Group | : 17-50 Years |
| Imparted by | : Field Worker |

Graceful Grooming



Manguben Vaspoda — Dholka

The training in orientation to be provided to blind children in the age-group 0-16 listed earlier should be provided to the blind persons of age-group also of 16-50 years. The additional aspects of training suitable for this age-group are listed below.

NATURE OF ORIENTATION TRAINING

- Cooperative society, village chopal, tailoring shop, Yuvak Mandal, etc.
- Own farm, various roads leading to farm
- Understanding of the village administration, election process, and role of Panchayat administration
- Farm implements, stationary machinery, irrigation systems
- Breeds of cattle, buffalo, sheep, goat etc.

- General developments in the village, cities around and the country as a whole
- Prevalent village trades

| | |
|--------------------|----------------|
| Nature of Training | : MOBILITY |
| Age Group | : 17-50 Years |
| Imparted by | : Field Worker |

NATURE OF MOBILITY TRAINING

The training in mobility to be provided to blind children in age-group 0-16 years listed earlier should be provided to blind persons of age-group of 17-50 years. The additional aspects of training suitable for this age-group are listed below:

- Travel on dirt paths or tracks
- Street crossing where there are no traffic lights
- Use of sighted guide
- Going independently to the farm, place of work, or any other place in the village.

| | |
|--------------------|-----------------------|
| Nature of Training | : DAILY LIVING SKILLS |
| Age Group | : 17-50 Years |
| Imparted by | : Field Worker |

NATURE OF TRAINING

The training in daily living skills to be provided to blind children in the age-group 0-16 years should be provided to the blind persons of age-group of 17-50 years also.

- Covering the floor with cow-dung and mud, particularly for the blind women
- Pounding and grinding grains and spices
- Fetching water from the well, storing water in pots
- Threading needle, elementary darning and mending of clothes
- Going to the farm independently
- Taking care of children and elderly in the house
- Performing social obligations.

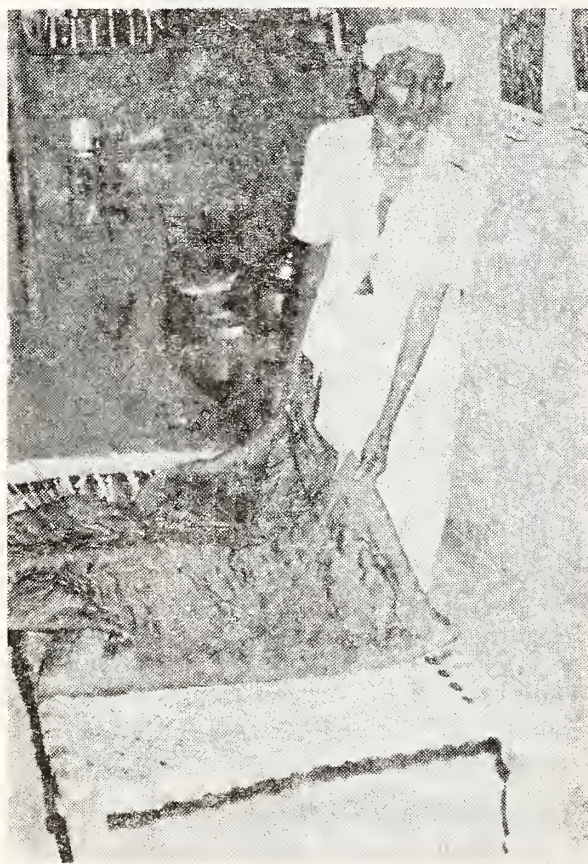
SPECIAL TIPS FOR THE FIELD WORKER

AGE GROUP 17-50 YEARS

- Win confidence of the blind person
- Demonstrate work by wearing blind fold to the unconvinced blind persons
- Teach the blind person the importance of hygiene and cleanliness
- Encourage the blind person to become independent
- Teach him the benefits of economic independence and rehabilitation
- Lay great emphasis on economic rehabilitation
- Take pains to train and economically rehabilitate the blind person.

III. Group of 50 Years and Above

Adroitness in Activities of Daily Living



Jehabhai Kuberbhai Jadav — Vejalka

Persons in the age-group of 50 years and above can generally be referred to as senior citizens. They are of an age when most of them cannot undertake laborious work. Being aged, they suffer from degenerative disorders and diseases associated with the natural process of aging. Most of them cannot undertake economically remunerative work.

What most aged blind persons need is training in mobility and daily living skills to become independent. The aged blind person may show his unwillingness for training, thus the confidence of the family must be won.

The details of training to be imparted to this age-group are outlined as:

- Orientation
- Mobility
- Activities of Daily Living.

Provide the orientation training given to the age-group 17-50 also to the age-group 50 years and above depending on their physical condition. Provide the age-group 50 years and above the following type of additional orientation training:

- Orientation of the items used for prayer, viz., agarbatti, lamp, etc.
- Places of worship with details
- Places of pilgrimage in the nearby areas and elsewhere.

Similarly provide the mobility training given to the age-group 17-50 depending upon mobility and physical conditions. Pay special attention to the needs of bed-ridden aged blind persons.

Give us This Day our Daily Bread



Manjulaben — Dholka Cooking food

Give the family members suitable training in daily living skills to enable them to take care of such blind persons. The extent of training in activities of daily living will depend upon the physical condition, residual potentials, and age of the blind person.

SPECIAL TIPS TO FIELD WORKER

- Convince the family of the blind person to let him do his work independently
- Convince the family that he is not a burden but the head of the family
- Teaching him to make adjustments, be patient, and not get irritated or depressed
- Encourage him to meet other aged persons so as to find some entertainment in life

- If he is confined to the bed, teach him to keep his clothes, drinking water, stick, medicines, tobacco, prayer books near his bed so that he can make use of these things when necessary without depending on others
- Encourage him to share his knowledge with the younger generation
- Teach him the jobs of looking after his grand children.

Note: The aged blind person is aware of most other things, hence give training just to make him less dependent on others. If aged person is physically fit and enthusiastic, use the training schedule of the age-group 17-50 years for imparting training.

e. ARRANGING FOR GOVERNMENT FACILITIES

i. Pension: The blind persons eligible for pension, i.e. those who are 45 and who do not have a grown-up working son, must have their pension forms filled up by the Field Worker, who must get these signed by the Sarpanch and Talati and give them to the Taluka Development Officer. The norms for pension differ from State to State.

ii. Bus Passes: Bus passes for free travel for the blind person and his escort must be obtained from the State Transport Depot by submitting a certificate of blindness of the blind person. The rules for concessional travel differ from State to State.

iii. Scholarship Forms: Once a blind child is admitted to the village school, his application for scholarship must be made to the State Social Welfare Department and other funding agencies. (Refer to Chapter VIII, Part F regarding integrated education.)

iv. Medical Check-up: Every blind person must be brought to the Rural Implementing Agency or a nearby local hospital for eye check-up. This will help each blind person to have a blindness certificate. Curable blind persons can be operated upon and cured. (Refer to Chapter VIII, Part A regarding prevention of blindness.)

v. Vocational Training: Aspects to be considered while imparting vocational training to the blind persons are:

Dexterity in Drilling



Jentibhai Dholka
Economic Rehabilitation-Carpentry Work

- Age and sex
- Caste
- Family occupation or local rural trades
- Past experience of the blind person
- Residual potentials of the blind person
- Availability of market
- Existence of related rural schemes

The ultimate objective of the project is the economic rehabilitation of the rural blind. The Field Worker guided by the Project Director should judiciously survey the village for trades and enable the blind person to be rehabilitated in these trades. The Field Worker should try out the trade himself under blindfold so that he can in turn convince and teach the blind person.

A village has a multitude of trades, but most of them are seasonal by nature. So the blind person should be given training in one or more trades.

(Refer to Live Illustration III in Chapter VIII, Part C, para 8.)

Ensure that the blind person is trained in the family trade, so that he is easily absorbed in the same trade and his integration in his family life is made smooth and easy.

(For details regarding facilities for economic rehabilitation refer to Chapter VIII, Para D.)

Table 8.1

Details of Trades

| Name of Trade | Training to be Given | Remarks |
|------------------------------|--|--|
| 1. Cotton separating machine | <ul style="list-style-type: none"> — Operation of machine — Mobility to the place for getting raw material and delivering cleaned material — Loan for purchase of machine worth Rs. 150/- | Done by any caste |
| 2. Rope-making | <ul style="list-style-type: none"> — Teaching about different kinds of grasses, method of procurement, wetting it, beating it, making rope — Selling it in the village (mostly on barter) | <p>Done mainly by lower castes only</p> <p>Seasonal occupation</p> |

| Name of Trade | Training to be Given | Remarks |
|--|--|--|
| 3. Petty shopkeeping | <ul style="list-style-type: none"> — Training to recognize currency, concept of counting, weighing, keeping accounts — Helping to get loan — Teach how to procure goods for selling | Done by any caste |
| 4. Buffalo rearing | <ul style="list-style-type: none"> — Cleaning, washing, milking of buffalo — Proportion of grain and fodder to be given to the buffalo — Helping him to get a loan | Done by any caste |
| 5. Basket-weaving | <ul style="list-style-type: none"> — Training for getting bamboo/ grass — Making of baskets and selling | Done mainly by the weaver's community |
| 6. Poultry | <ul style="list-style-type: none"> — Calling, collecting fowl, feeding — Selling eggs — Guarding against diseases | Done by the lower castes mainly |
| 7. Goat and sheep rearing | <ul style="list-style-type: none"> — Washing, cleaning, milking, shearing, selling milk and wool | Done by a few castes only |
| 8. Fishing | <ul style="list-style-type: none"> — Training for reaching pond and back home — Helping to get loan for purchase of net — Selling of fish | Done by a few castes only |
| 9. Door-to-door selling | <ul style="list-style-type: none"> — O&M of village, road-crossing — Purchase, selling goods — Recognize money, keeping accounts | Done by a few castes only |
| 10. Vermicelli-making | <ul style="list-style-type: none"> — Training in vermicelli-making — Marketing — Arranging for loan for purchase of vermicelli machine costing Rs. 250 | Trade peculiar to certain areas only |
| 11. Farm work (picking chillies, vegetables sowing, weeding, etc.) | <ul style="list-style-type: none"> — O&M to the field and back home — Training in farm operations | Blind may be taught to work as a casual labourer on somebody else's farm |

8. *LIVE ILLUSTRATION: Trades for Economic Rehabilitation*

There is an unlimited availability of jobs for which a blind person can be gainfully trained. Only a few of the trades have been listed in Table 8.1, but there are many more than these, and they may change according to the regional conditions.

Matting the Threads of Life



Basket Weaving

Manguben Vaspoda — Dholka

In Dholka, any task which can provide a meaningful occupation to a blind person has been tapped. There are destitute old blind women who cannot do any hard work, but they wash the utensils at the houses of rich farmers who in turn feed and clothe them. Two ladies wash utensils for the MidDay Meal scheme in the primary schools and are rehabilitated. Thus the trade is not as important as the fact that the blind person is rendered self-supporting.

a. **ROPE-MAKING MACHINE:** Pagi Mavji-bhai Kacharabhai, aged 25 years, of Bagodra village of Dholka taluka in Gujarat was given a small piece of equipment worth Rs. 350 with the help of a service club for making ropes. Today, he earns Rs. 5-6 a day and sells his ropes in the local market.

b. **CROCKERY SELLER:** Varan Ghughabhai Rahubhai, aged 25 years, of village Varana of Dholka taluka in Gujarat had good mobility. He was helped by the Field Worker to contact a crockery factory situated 60 km from where he could get goods at a sizeable discount. Ghughabhai travels to the factory free of charge by using his bus pass. He is now a travelling salesman selling cups, saucers, mugs, etc., by getting a loan of Rs. 500 from Dena Bank.

c. **BANGLE SELLER:** Bhagwati of village Prithla in Palwal taluka of Haryana makes a living by buying and selling bangles. She is in great demand all over her village and is adept at her task. She is now self-reliant and earns Rs. 6-8 per day.

d. **FLOUR MILL OPERATOR:** Appajappa, aged 38 years, of village Gundalgurkh of Chickballapur block of Karnataka has been taught to operate a flour mill. He is now trying to get a loan for starting his own flour mill. At present he is earning Rs. 15 per day by working in a flour mill of some other person.

e. **BLIND FISHERMAN:** Samahamir Juma of village Meni of Dholka taluka in Gujarat was a fisherman before he became blind 15 years ago. After blindness he lived by begging. The Field Worker renewed his confidence, taught him mobility, and taught him to fish again. Samahamir was helped to get a loan of Rs. 500 from Dena Bank to purchase a net. Today he is a full-fledged fisherman and earns around Rs. 20 daily.

f. **VENDING STALL:** Sakina Banu is a blind Muslim woman residing in Dholka town. She was trained to recognize currency and keep accounts and was taught salesmanship. With Rs. 250 from the self-employment grant of the RCSB, she has started a shop in her own house for selling biscuits, sweets, lollipops, and other eatables to the students of the adjoining school. She earns Rs. 6-8 daily.

g. **REFRIGERATED WATER MACHINE:** Lavjibhai Popatbhai of village Arnej of Dholka taluka in Gujarat today earns Rs. 10 per day by selling refrigerated water outside his village temple which is a famous pilgrimage spot. He is a landless person with poor mobility. Hence the idea of giving him a water refrigerating machine was hit upon. He was helped to get a tank from the self-employment loan of the RCSB.

h. **MAKING AND SELLING OF LEAF PLATES:** Ramchandra, aged 25 years, of Mhow taluka in Madhya Pradesh had totally lost his confidence after blindness. The Field Worker restored his shattered confidence, taught Ramchandra to get leaves, make leaf plates, count and stack them, and then go to the market and sell them. Today he is a happy man who is independent by earning Rs. 5-7 per day.

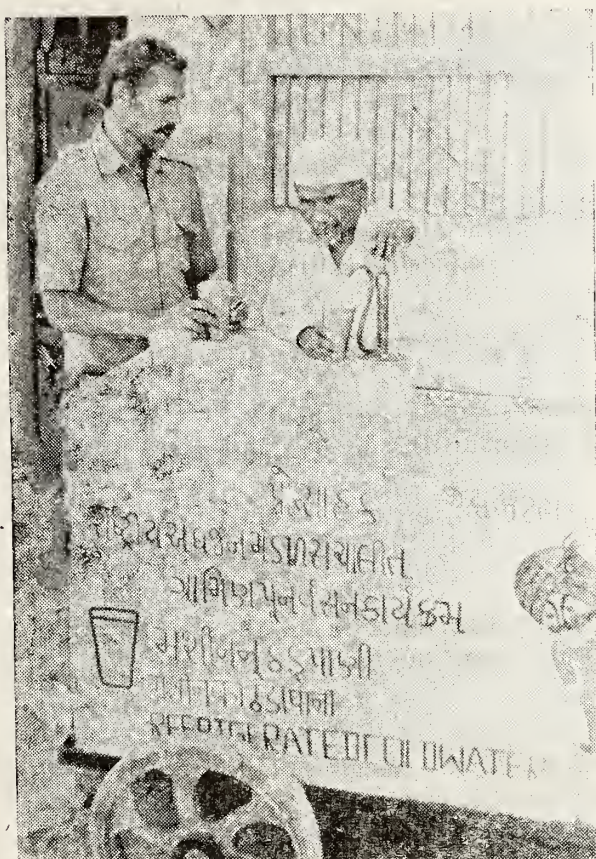
D. Facilities for Economic Rehabilitation

After the blind person is successfully trained in a particular trade, the objective should be to make him self-reliant by enabling him to get finance and other inputs, the various sources for which are listed below:

1. *Loan from Nationalized Banks*

All nationalized banks are required to give loans to blind persons at a differential interest rate of 4.5%. This scheme can be tapped for enabling the blind persons to avail loans upto Rs. 5,000. (Refer Appendix VI: Bank Notification.)

The Thirst Aid



Lavjibhai—Arnej

Assistance from Service Clubs

Service Clubs like the Lions, Rotary, and Jaycees have sizeable funds for social work. These agencies should be approached for obtaining financial assistance for the economic rehabilitation of the blind.

2. *Subsidy Scheme*

The Integrated Rural Development Programme has provision to give a subsidy upto 67 per cent on loans given by nationalized banks or government institutions to the rural blind persons. Thus the blind person is required to repay only 33 per cent of the loan.

3. *Loans from the State Social Welfare Department*

Most State Social Welfare Departments have a loan scheme for the blind. There are also schemes for scheduled caste/tribes. If the blind person falls under these castes, loans can be availed under these schemes also.

4. *Assistance from the Blind Welfare Agencies*

Agencies like the National Association for the Blind, foreign funding agencies like the RCSB and the Christoffel Blinden-mission can be approached for obtaining assistance.

5. *Assistance from Local Agencies*

Local Agencies, like District Panchayat and Taluka Development Agencies, also have funds for disseminating the same to the blind.

7. Other Sources

Donations can be raised from philanthropists, service-minded persons, and other agencies having funds.

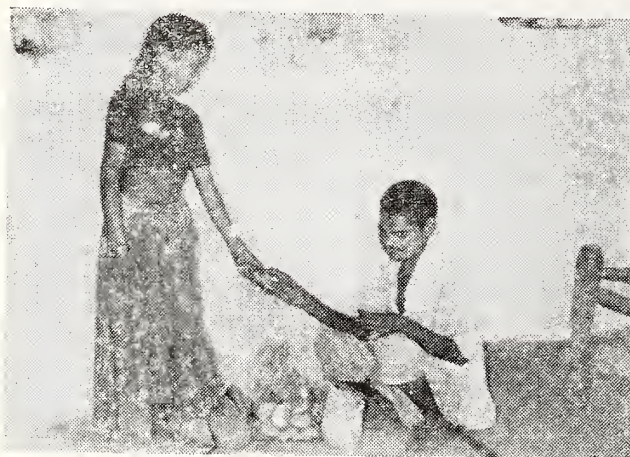
E. Rehabilitation of Blind Children

1. General Services

The ultimate rehabilitation of a blind child is that he stays in the fold of the family, plays happily with other children, and goes to study in the village school. For enabling this, follow the training guidelines given below:

- Teach him orientation of the environment, mobility around his house and school etc.
- Teach him to play the games that his peer group plays
- Impart him knowledge of birds, animals, grains, and vegetables through embossed pictures or stuffed objects
- Teach him folk songs, nursery rhymes, days of the week, names of the months, the alphabet to make him more equipped to deal with his sighted counterparts

Selling Skills



Chaturji Selling — Dholka

- Counsel the parents regarding the benefits of integrated education
- Approach the Principal for admitting the blind child in the school
(For details refer to Chapter VIII, Part E, Para 6, sub-para d(i) on Training to be Imparted to Blind Children Age Group 0-16 years.)

2. Integrated Education Process

Educators have accepted the fact that in a country like India integrating blind children into regular schools is the best form of education to reach out to a maximum number of children both in the rural and urban areas.

Until a decade ago, sporadic attempts had been made to integrate blind children into regular schools. It is only during the past decade that these attempts have gained momentum and recognition from both government and voluntary organizations.

The atmosphere is now right for launching integrated education on a large scale to reach out to the blind children of the primary school age-group particularly in rural areas. The Visnagar Project of the NAB Mehsana District Branch, which has 66 blind children in 52 village schools, has proved the efficacy of such programmes, and similar projects can be launched with equal success by the Project Implementing Agency. The process of integrated education is depicted in Table 8.2.

Table 8.2
Integrated Education Process

| Activity | Persons Responsible | Purpose |
|--|--|--|
| 1. Identification of blind children (3-12 years age) | — Field Workers — Teachers | — For admission in the normal village school |
| 2. Counselling of the parents and the blind children | — Field Worker — Resource/Itinerant Teacher — Project Supervisor | — Convincing the blind child to join the school — Motivating parents to send the child to the school — Popularizing integrated education of blind children |
| 3. Admission to the village school | — Field Worker — Resource/Itinerant Teacher — Project Supervisor — Joint Project Director — School Headmaster — Education Officer | — Education of blind children — Social integration — To popularize the concept and feasibility of integrated education — To demonstrate the skills of the blind children — To create public awareness |
| 4. Involvement of class and school staff | — Resource/Itinerant Teacher — Class Teacher — School Headmaster | — Social integration — Assistance in reading and school work — Participation in education, sports, and extra-curricular activities — Assistance in commuting and other daily living activities |
| 5. Incentive to class teachers | — School Headmaster — Joint Project Director | — Active involvement of teacher — Better attention and extra coaching — Adopting of special techniques by the class teacher for facilitating understanding of blind students — Cooperation of school management, teacher, and fellow-students |
| 6. Service flow | — Resource/Itinerant Teacher — Class Teacher — Headmaster — Joint Director | — Extra coaching of blind students — Morale boosting — Active involvement of parents, teachers, and fellow students — On the spot solving of the inherent problems — Encouraging use of educational aids and material |
| 7. Evaluation | — Headmaster — Joint Director — NAB Education Officer | — Performance evaluation of the child and efficacy of the programme |

3. *Role of Resource/Itinerant Teachers*

The Resource/Itinerant Teacher has been provided for encouraging integrated education of the blind children in the village school. As the principal objective of the project is rural based rehabilitation, the blind child should be educated with the sighted children in the village school. The teacher should:

- Counsel the parents of the blind child and motivate them to send him to the village school
- Prepare the blind child mentally for independent mobility and admission to the village school
- Approach appropriate authorities, school headmaster, and class teacher for admission
- Involve fellow-students in the education and extra curricular activities of the blind child
- Orient the blind child with the class-room, school building, suitable route from his house to school landmarks, obstacles, etc.
- Teach braille and use of special equipment and aids
- Help him for his regular interaction with the class-teacher
- Prepare the required educational material
- Ensure regular follow-up of the progress of the blind child at school and home
- Arrange for scholarships available from the Central and State Governments, NAB, and other sources
- Any other need-based services desired by the blind child.

F. **Rehabilitation of the Partially Sighted**

Before this topic is discussed, let us study the definitions of: (1) blind, (2) partially sighted, and (3) one-eyed person.

1. *Blind*: Those who suffer from either of the following conditions:

- Total absence of sight
- Visual/acuity not exceeding 6/60 or 20/200 (Snellen) in the better eye with correction lenses
- Limitation of the fields of vision subtending an angle of 20 degrees or worse.

2. *Partially Sighted*: Visual/acuity between 20/200 and 70/200 (Snellen) in the better eye after best possible correction.

3. *One-Eyed Person*: The definitions of disability adopted by the Ministry of Welfare and various State Governments exclude people with impairment in one eye or one ear only from the purview of disability. Even in the medical parlance, disability is synonymous to the physical impairment and the level of such impairment has been prescribed for certifying a person to be disabled.

Thus according to approved definitions and in the medical parlance, a person with one good eye is neither blind nor a partially sighted person.

However, the Gujarat High Court in a recent judgement, *Mahendra Kumar Shivram Prajapati v. State of Gujarat*, held that a person with one eye is handicapped because of total loss of vision in the other eye. The learned Judge observed that although a person may be able to see with one eye but it is not the same as seeing with both eyes. The court relied on the fact that the obvious reason for providing two eyes is to give a sense of dimension apart from other reasons, and therefore loss of vision of one eye is definitely a handicap. Thus according to this judgement, a person with one eye is handicapped.

The partially blind persons can have residual workable vision sometimes corrected by surgery or by using glasses. Due to this vision, partially blind persons are generally, independent in managing activities of daily living and mobility. Some of them can even read ordinary print by peering closely. Similarly, persons with one eye can perform all the functions like sighted persons.

The blind persons for our consideration will be those persons with total absence of sight or no perception of light. These persons have hesitant mobility. Totally blind persons are those to whom special attention needs to be paid.

The partially sighted persons cannot thus be included in the cases for rehabilitation as they do not need any intensive training. However, the following elementary services should be provided to them:

- Medical check-up is imperative, if the partially blind person has correctible eyesight. Initiate necessary follow-up action
- Give information of types and availability of low vision aids
- Provide information on books available in large type
- Teach the partially blind person to develop his other senses like touch, smell, and taste to conserve sight and remain independent
- Help the partially blind child to get admitted to the village school and appropriately counsel the class-teacher
- Extend facilities of bus concessions, railway concessions, pensions, and other concessions available to the blind
- Provide any other individual need-based services for his/her social integration and economic rehabilitation.

IX

SPECIAL TIPS FOR REHABILITATION PROCESS

Rehabilitation of a blind person is an extremely difficult task. The most important point is to win the confidence of the blind person and convince him of his own abilities. Some important aspects of the rehabilitation process are listed below:

A. Immediate Advancement of Tangible Benefits

Work for extending tangible benefits, such as free bus passes and filling up of pension forms, should be done immediately to convince the blind person of the bonafides of the project. A medical check-up of all cases and corrective surgery where necessary should also be undertaken. If sight is restored to one blind person, the acceptance of the Field Worker and the project is expedited.

LIVE ILLUSTRATION IV: Tangible Benefits

Vardhaji, a blind person of seventy, came from a very poor family. He and his aged wife lived at the mercy of the villagers. He refused to take training as he felt that it would be of no use in keeping his body and soul together. When the Field Worker filled his pension form, Vardhaji was sceptical. The day his first monthly pension amount arrived his joy knew no bounds; he felt that now he could support his wife. After this, he initiated training. Today he has a petty shop and is economically independent.

B. Making of Tactile Maps

With the help of the Project Implementing Agency staff, the Field Worker should make tactile maps depicting the village, identification marks, and neighbourhood of the blind. The orientation of the blind person will be facilitated, and the Field Worker will be able to get a clear idea of the layout of the village, his neighbourhood, and other relevant areas.

C. Currency Identification

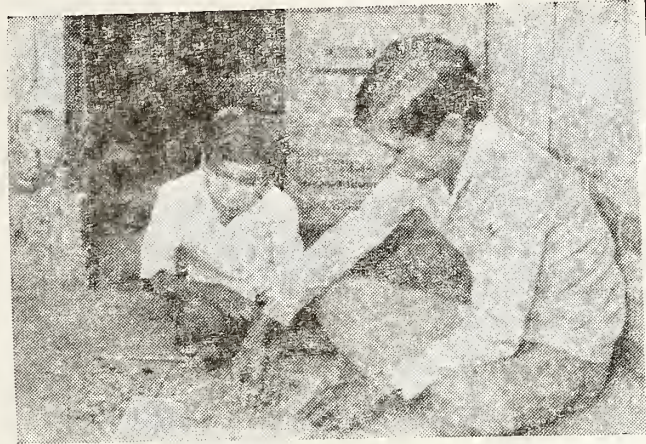
Most rural blind persons feel helpless while undertaking economic activities because they cannot identify currency. The Field Worker can develop his own methods, i.e. wrapping the note around the wrist or using the palm of the hand for teaching the blind various methods of recognizing currency. Innovative Field Worker may also make a rough "Notex" out of cardboard—an inexpensive device for recognizing denominations. Once a blind person is able to recognize currency, he will be willing to undergo advanced training as his confidence is increased.

D. Use of Embossed Drawings

It is very essential to clarify concepts of blind children. For example, it is very difficult for him to visualize a lion because he can never touch it. The best thing is to take pictures of animals, birds, and vegetables and cover the outlines with thread, beads, or fevicol lines. This will help the blind child to trace the outlines with his finger-tips to get a clear idea.

LIVE ILLUSTRATION V: Embossed Drawings

Gautam was born blind in a small village Badarkha of Dholka taluka. Having never seen the world, he was suspicious and wary. When the Field Worker approached him, Gautam at the age of five could not differentiate between a goat and a donkey. His level of awareness was much lower than that of his peer group. The Field Worker took some stuffed toys and embossed drawings and started showing him different animals. Gautam was thrilled, and very soon he started picking up. Soon he was of the level where he could be admitted to the village school.



Gautam Solanki-Badarkha
Integrated Education

Convincing Through Demonstration

Chacha Usmanbhai-Dholka

E. Concept Clarification

The Field Worker could carry on his person an assortment of tiny bottles each containing a grain or a pulse. These bottles can be then used to teach the blind person about the different grains, pulses, etc. This is of particular value to blind housewives.

F. Demonstration under Blind Fold

The Field Workers should be imparted training under blind fold so that they are fully aware of the difficulties faced by the blind. This training stands them in good stead. If a blind lady is not convinced that she can cook, the Field Worker could put on a blind fold and demonstrate cooking. This gambit is always successful, and the demonstration convinces her that she too can work in spite of her blindness.

X CASE COMPLETION

The project is an individual need-based one, and each blind person is to be given rehabilitative services with respect to his age, sex, caste, physical condition, etc. A check-list of ideal services to be provided is depicted in Table 10.4. Once a blind person has been provided the need-based training and is socially, psychologically, and economically independent, his case is to be treated as complete. The Joint Director should verify such a case by his personal "on the spot" visit. Once he is satisfied that such a case is to be discontinued and another case is to be taken up in his place, the case is deemed completed. (For details refer to Chapter XIII.)

Proud Bread Winner



Galabhai Odh — Badarkha

LIVE ILLUSTRATION VI: Blind Fold

Chacha Usmanbhai, a blind man aged fifty from Dholka, had a very scruffy and unkempt look. When he was asked by the Field Worker to shave and thus keep himself tidy, Chacha Usmanbhai said that he was afraid of slitting his throat while shaving. The Field Worker immediately put on a blind fold and demonstrated. Allarakha felt this process with his fingers and was astounded. So began his belief in the Field Worker and the initiation of his own rehabilitation.

LIVE ILLUSTRATION VII: Range of Services

1. Scheduling of Services

In 117 villages of Dholka taluka, 502 blind, consisting of 339 totally blind and 163 partially blind, persons were identified. However, only the 339 totally blind persons were taken up for rehabilitation.

Table 10.1
(a) **Age-wise Distribution**

| Age group | 0-15 years | 18-50 years | 51 years and above | Total |
|----------------------------|---------------|----------------|-----------------------|-------|
| Number of blind persons | 25 | 114 | 200 | 339 |

Table 10.2
(b) Details of Rehabilitation Services

| Service | No. of blind persons covered |
|---|------------------------------|
| 1. Integrated education | 12 |
| 2. Sight restoration | 17 |
| 3. Parent counselling (child below 5 years) | 2 |
| 4. Social adjustment O&M training (old age) | 63 |
| 5. Economic rehabilitation | 112 |
| 6. Expired | 39 |
| 7. Social training | 94 |
| | <hr/> 339 <hr/> |

The above table depicts that the blind have been rehabilitated according to their age.

2. Rehabilitation of Young Children

Out of 25 children identified, 12 are now studying in village schools. Two children were below the age of five; hence their parents have been trained to rear them. Eleven children of the age of less than 15 have been economically rehabilitated in their family trade.

3. Sight Restored

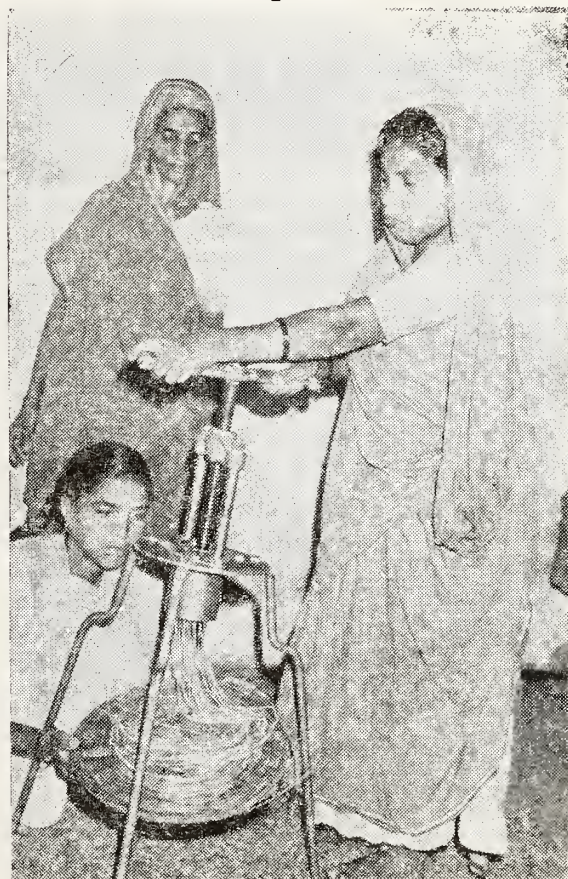
282 blind persons had a medical check-up, 17 people got their sight back (12 through cataract surgery and 5 through corneal grafting). These 17 persons are now living their lives as sighted persons.

Washing Away Shackles of Bondage



Manjulaben — Dholka

Moulding Destiny



Making Vermicelli
Manjulabhai - Dholka

4. Social Adjustment Training

Orientation and mobility training and social adjustment training was given to all blind persons. 63 persons were so aged and weak that only social adjustment training was imparted as that is all they needed for gaining independence.

5. Economic Rehabilitation

112 blind persons, who were desirous, willing, and had potential, were imparted vocational training in rural crafts and family occupations. They were economically resettled by enabling them to get loans from banks or grants from service clubs and funding agencies.

6. Expired

39 aged blind persons expired during the course of training due to old age.

Table 10.3

7. Other General Services

| Services | Scholarships to children | Bus pass | Pension | Medical check-up |
|---|--------------------------|----------|---------|------------------|
| Number of the blind | 3 | 210 | 37 | 282 |
| 8. Conclusion Thus all types of rehabilitation services were provided to the blind persons depending on their age, sex, caste, and family status. | | | | |

Table 10.4

Check-list Rehabilitation Services

| Services/ Age Group 1 | Orientation & mobility 2 | Activities of daily living 3 | Parent counselling 4 | Medical check-up 5 | Bus pass 6 | Pension 7 |
|-----------------------------|--------------------------------|------------------------------------|----------------------------|--------------------------|---------------|--------------------------------|
| 0-5 years | Training to parents | | Yes | Yes | — | — |
| 6-15 years | Yes | Yes | — | Yes | Yes | — |
| 16-50 years | Yes | Yes | — | Yes | Yes | For those above 45 years |
| 50 years and above | Yes | Yes | — | Yes | Yes | Yes |

| Scholarships 8 | Eye restora- tion (if neces- sary) 9 | Integrated education 10 | Vocational training 11 | Bank loans for economic rehabilitation 12 | Financial assistance from elsewhere 13 |
|-------------------|---|-------------------------------|------------------------------|--|---|
| — | Yes | — | — | — | — |
| Yes | Yes | Yes | Only, if necessary | — | — |
| — | Yes | — | Yes | Yes | Yes |
| — | Yes | — | — | if person is physically fit | — |

XI

MONITORING OF THE PROJECT

The project being a field-based one requires strict supervision and monitoring for its success. Monitoring is done at various levels, and various agencies are involved as per details given below:

A. Monitoring at the Funding Agency Level

- Obtain half-yearly reports on physical and financial achievements of the project
- Regularly visit the project area
- Invite human interest stories
- Receive minutes of the proceedings of the NAB (RAC) meetings
- Correspond with the Central Coordinating Office

B. Monitoring at the Rural Activities Committee Level

The Central Coordinating Office will monitor various projects all over India through the following means:

- Obtain monthly and quarterly reports in the prescribed forms regarding physical and financial performance of the various projects
- Get reports regarding utilization of funds by the various Project Implementing Agencies
- Send the All India Rural Rehabilitation Officer and the Project Coordinator for regular visits to the projects to get a real picture of actual work completed in the field
- Send feedback, guidelines, and suggestions on implementation to the Project Implementing Agencies
- Send analysis of expenditure incurred by the Project Implementing Agencies, indicating admissible and non-admissible expenditure, to the NAB and the Project Implementing Agency for their perusal and rectification
- Organize annual meetings and refresher courses for the Project Supervisors at the Central Coordinating Office or any other appropriate location
- Invite representatives of the Project Implementing Agencies to the meetings of the NAB(RAC).

C. Monitoring at the Education Committee Level

- Obtain monthly and quarterly reports on integrated education of blind children covered under the various projects
- Obtain the list of blind children admitted in village schools and maintain centralized records in this regard
- Obtain regular reports on performance of the Resource/Itinerant Teachers from the Project Implementing Agencies
- Analyse reports of integrated education received from various teams
- Observe success rate of blind children in the annual examinations
- Send Education Officer or other officials for regular visits to the project to monitor performance of integrated education

- Send feedback, guidelines, and suggestions on integrated education to the NAB(RAC) and the Rural Implementing Agencies
- Organize annual meetings and refresher courses for the Resource/Itinerant Teacher at any appropriate location
- Contact the concerned Government Education Departments to convince them to finance the integrated education component of the project.

D. Monitoring at the Project Implementing Agency Level

It would be the prime duty of the Project Implementing Agency to supervise, monitor, and control the working of the project as follows:

- Obtain weekly reports from the Rural Implementing Agency on project planning, coverage, expansion, etc., and summary of proceedings of the Weekly Review Committee Meetings
- Obtain performance reports about Field Supervisors, field staff, and the target group including information on various activities undertaken by each Field Worker and Field Supervisor during the week
- Pay regular visits to the project area to gather information on various aspects of the project
- Receive regular information from the Rural Implementing Agency regarding the expenses incurred on implementation of the project
- Submit regular information in the prescribed forms to the Central Coordinating Office and seek feedback on its performance.
- Depute its representative, preferably Project Director, to the Case Review Meeting organized by the Rural Implementing Agency
- Visit each case declared as complete by the Rural Implementing Agency
- Devise its own methods for supervising the routine functioning of the Rural Implementing Agency.

E. Monitoring at Rural Implementing Agency Level

As the Rural Implementing Agency would be responsible for financial as well as personnel management, adopting an efficient monitoring system at this level will be of utmost importance.

1. Case Reporting

As soon as a blind client is identified by the Field Worker, the process of rehabilitation is initiated. He meets the blind client, converses with him, meets him regularly, and becomes acquainted with him. He prepares the case history, reports the same to the Field Supervisor, and informs him of the background.

The Supervisor will advise him during the Weekly Review Meetings as to the course of action and the further steps to be taken.

2. Weekly Case Review Committee

Problems, needs, and aspirations of each client being different, a uniform set of rehabilitation measures cannot be applied. The entire team including Joint Director, Field Supervisor, and Field Workers, should be called every week to the project head quarters for a

Review Committee Meeting. The representatives of the Project Implementing Agency, preferably the Project Director as well as the representatives of the Rural Implementing Agency, will be present at the meeting.

The team will discuss individual problems of the blind persons. The Project Director and Field Supervisor will guide the Field Workers as to how to go about rehabilitation of each blind person. The following aspects will be considered in the meeting:

- Performance evaluation of field staff
- Problem solving approach of project implementation
- Rendering advice to the field staff
- Exchange of views between Field Workers
- Learning from the experience of fellow Field Workers
- Chalking out an individual rehabilitation plan for each blind person
- Developing team spirit among the Field Workers
- Generating new ideas on providing need-based services to the blind persons
- Guiding at each stage of rehabilitation of the blind persons

The proceedings of the Review Committee Meetings will be reported to the Central Coordinating Office.

3. Monthly Reports

The Rural Implementing Agency will submit a monthly progress report highlighting realization of objectives, impartation and completion of training, and the progress of rehabilitation. The report will not include operational details submitted as proceedings of Weekly Review Meetings.

4. Staff Performance Reports

The Project Implementing Agency should maintain a record on the performance of each staff member. As mentioned earlier, services of the Field Workers are confirmed on the basis of their performance during the first six months of their field training. The proceedings of the Review Committee Meetings and the progress report of the Field Supervisors are used for this purpose.

5. Regular Visits

The officials of the Rural Implementing Agency should pay regular visits to the villages to verify the progress. The Project Supervisor should accompany such officials during the visits.

6. The Rural Implementing Agency should devise its own means and ways of monitoring the project.

XII

PROJECT EVALUATION

A. Need for Evaluation

Evaluation of the various projects is essential and must be undertaken to:

- Determine whether the objectives of the project have been achieved
- Study whether the blind have truly benefitted from the project
- Understand the difficulties faced by the Project Implementing Agencies and rephrase and rectify objectives if necessary in the expansion projects
- Enable statistics to be drawn up depicting inter-regional comparisons of various projects
- Determine whether the money spent on the project has been rightly spent
- Prove to other funding agencies the efficiency of the approach by actual demonstration of the results of the projects
- Determine the efficiency with which the Project Implementing Agency has implemented the project
- Improve the drawbacks in implementation of the project to help improve replication in other areas.

B. Parameters of Evaluation

The projects could be evaluated on the following parameters:

1. *Per Unit Cost of Rehabilitation*

The per unit cost of rehabilitation can be computed by the total recurring expenditure incurred by the Project Implementation Agency on the project divided by the number of completely rehabilitated blind persons in that year. Since the budget has been prescribed by the funding agency, the best way to reduce per unit cost is to provide rehabilitation to a greater number of blind persons.

If the per unit cost is higher than Rs. 1,000 per blind person per year, the objectives of keeping the project low cost have not been achieved. Thus the project must be evaluated on the spectrum of services provided vis-a-vis the expenditure incurred.

The costs have to be low because there is no expenditure on non-recurring items and other infrastructure. The major component of cost is the expenditure on staff salary.

2. *Coverage of Blind Persons*

The project is to be evaluated on the basis of the total number of persons identified and covered under the project. Experience shows that an average of two blind persons are found in each village. If this number is higher, it proves that the incidence of blindness is high and the Project Implementation Agency has been thorough in its work. If fewer blind persons are found or entire villages have been reported to be without blind persons, it could mean that the identification has not been thorough or the Field Worker has not performed his duties efficiently.

3. *Range of Services Provided*

The check-list of services to the blind has been explained in Table 10.4. The projects must be evaluated in terms of the range of services provided to each blind person. The greater the services provided, the more is the diligence of the field staff.

4. *Economic Independence of the Blind*

Economic independence being the ultimate objective, the project could be evaluated on the basis of number of blind persons who have been provided meaningful training and financial assistance for economic independence.

All persons in the working age-group must be provided vocational training and assistance to set up their own businesses. Follow-up checks must be done to ensure that the blind person is actually working. The economically resettled blind person may be considered rehabilitated if his earning capacity has increased over his earlier position.

Thus the greater the number of blind persons engaged in meaningful occupations because of training, the greater is the success of the project.

5. *Integrated Education*

It is extremely difficult to convince the parents of the blind children that their children too can study in the village school like other sighted children. It is even more difficult to convince the school headmaster to enroll them. Thus successful admission of blind children to the village school is a great indicator of success of the project and the hard work put in by the Project Implementing Agency.

6. *Staff Turnover*

The efficacy of the project depends on the dedication and continued service of the field staff. The turnover of staff indicates their dissatisfaction and dis-interest. Therefore, the staff turn over is a good indicator to judge the managerial abilities of the Project Implementing Agency.

7. *Involvement of Other Agencies*

There are a large number of agencies in the rural area—financial agencies, development agencies, health agencies, service clubs, district administration, etc. The cooperation of these agencies is vital for the success of the project. Therefore, one parameter of evaluation is the extent of involvement of such agencies and their acceptance of the project in principle.

8. *Publicity and Social Recognition*

Since the project is a unique one, each agency should make efforts to give it due publicity by involving the press, radio, television, network services, and other local mass media.

The Dholka project was covered in Dholka newspapers, *India Today*, *Indian Express*, *Reader's Digest*, *World Blind* and *Blindoc* due to the efforts of the Project Implementing Agency and the Central Coordinating Office. Thus the concept of the project became famous. Similarly each regional team must be evaluated on the extent of publicity generated by the project and the social recognition obtained.

9. *Influencing Government Policies in Favour of the Rural Blind*

The Project Implementing Agency must make efforts to convince government officials regarding the effectiveness of the project. The government should be encouraged to seek its assistance as the agency with expertise in rehabilitation of the rural blind. It should in turn be able to influence and mould government policies in favour of the rural blind. It should have representation on local and regional committees constituted by the government on blind welfare.

10. *Ability to Get Funds for Expansion of the Project to Another Area*

One cannot depend on the same funding agencies for financial assistance for implementing the project in another region. Every Project Implementing Agency must strive to get funds from the area and expand the project to another area. The project may also be handled independently by the Project Implementing Agency without any links with the NAB(RAC).

For example, the Blind Men's Association, Ahmedabad, got financial assistance as Endowment Fund from the State Bank of India and implemented the Project in 172 villages of Viramgam taluka by identifying 543 blind persons.

Each Project Implementing Agency must, therefore, strive to raise assistance for the new project through donations from financial institutions, government, local administrative bodies, etc.

XIII

PROJECT COMPLETION

The Project Implementing Agency will be responsible for ensuring that the project is completed according to the set guidelines.

The parameters given below will help the Project Implementing Agency to judge if the objectives of the project have been achieved and the project is complete.

A. Coverage of Villages

All the villages of the project area should be covered for the identification, training, and resettlement of the blind.

B. Coverage of Blind Persons

Each and every blind person identified in the project area should be covered for the services listed in Chapter VIII, parts C to F.

C. Personal Visit of Each Blind Person

Officials of the Project Implementing Agency must visit every blind person in the project area to ensure that the needed rehabilitation services have been advanced in consonance with the project's philosophy.

D. Need-based Rehabilitation Services

Every blind person should be provided services according to the prescribed check-list (Table 10.4). Every blind person must be made independent in his daily needs according to the details given in the note on case completion in Chapter X.

E. Advancing of Government Facilities to the Blind

Each and every government facility which can be passed to the blind must be availed and recorded as per details given in Chapter VIII, Part C.

F. Completion of Economic Rehabilitation Formalities

The formalities for availing loans for the blind persons trained in the village trades must be completed, and it must be ensured that each trained blind has received assistance before the closure of the project. (For details refer to Chapter VIII, Part D.)

G. Integrated Education

Every blind child of the school-going age-group must be admitted to the village school before completion of the project. (For details refer to Chapter VIII, Part E.)

In terms of rehabilitation services, other than integrated education, the project will be deemed to be completed when the need-based services have been provided as envisaged in Paras A to F. However, as regards integrated education, the project will be continued till the blind children have become independent and can manage their education without the assistance of the Resource/Itinerant Teachers. The teachers will continue providing the services as listed in Chapter VIII, Part E, Para 3.

The Rural Implementing Agency will continue its supervision and performance evaluation of integrated education.

It is expected that rehabilitation work, other than integrated education, will be completed in two years. The integrated education will be continued for a further period of three years. Thus the project will be substantially completed in two years and totally completed in five years. However, the project duration may vary depending upon the area covered, incidence of blindness, turnover of the field staff, demographic details of blind population, and other related aspects.

XIV EXPENDITURE PLAN

The sources of funds for the project have been indicated in Chapter V, Part B, Para 2.

A. Non-recurring Expenditure

1. *Approved Items:* 9 Bicycles

Admissible Expenditure: Rs. 6,300 (700 x 9)

Explanation: As the project is low cost, the admissible non-recurring expenditure is expected to be minimum. The Rural Implementing Agency or the Project Implementing Agency will provide office infrastructure and other facilities which require initial non-recurring expenditure as explained in Chapter V, Part B, Paras 4 and 5. As bicycles are required for this project, provision has been made for them.

2. *Non-approved Items:* As the Rural Implementing or Project Implementing Agency is expected to arrange for the following capital items, they are considered non-approved under the project.

- Office furniture, office equipment, etc.
- Type-writer, brailier, etc.
- Office premises
- Vehicle, particularly a motor cycle for the Field Supervisor
- Long braille canes
- Training equipment
- Office establishment

B. Recurring Expenditure

Table 14.1
1. Approved Staff

| Sr. No. | Designation | Number | Qualification | Salary per month Rs. | Duration |
|---------|--|--------|--|----------------------|----------|
| 1. | Field Supervisor | 1 | Graduate with 2 years experience in rural work | 1,100 | 2 years |
| 2. | Resource/Itinerant Teacher (If funds received for this item) | 2 | Graduate with B.Ed. knowing braille | 1,000 | 2 years |
| 3. | Field Worker | 8 | S.S.C. | 300 to 350 | 2 years |
| 4. | Messenger (or part time clerk) | 1 | S.S.C. | 300 to 350 | 2 years |

a. **EXPLANATION:** As the project is low cost, the minimum essential staff has been provided. The Rural Implementing Agency or the Project Implementing Agency will provide services of the following staff.

- One Project Director
- One Joint Project Director
- One Part-time Accountant
- Any additional staff that the Implementing Agency may consider essential for the efficient running of the project.

As the total staff will be drawn from the project area, lower salaries have been provided.

Considering the prevailing practice in the area, designations of the project staff may be altered. However, the salary structure and organizational structure should be adhered to.

The staff should be appointed for the duration of the project only. A specimen of the appointment letter is given in Form XIII. At the time of inviting the application or interviewing, the applicant should be specifically informed about the following terms and conditions of the appointment:

- Project appointment is for two years only
- Consolidated payment is made without any other benefits of provident fund, insurance, medical, leave encashment, earned leave, etc.
- Job will involve extensive touring
- Termination can take place without notice or assigning any reason thereof
- Payment is done monthly
- Flexible assigning of duties will be followed
- No surety of continuity of employment is given on closure of the project
- There will be scope for refresher training, etc.
- Jurisdiction, in case of any dispute, will be the location of the Project Implementing Agency
- Appointment is made on behalf of the Project Implementing Agency
- The applicant is at liberty to resign without notice or any payment in lieu thereof
- Any other specific terms and conditions.

b. **MODE OF PAYMENT:** The salary will be paid every month on voucher in cash. For the Field Supervisor and all the Field Workers, name, designation, attendance during the month, rate of payment, and actual payment inclusive of cycle allowance should be indicated on the voucher as per Form V. The concerned person should sign the voucher against his name on a revenue stamp as per rule.

The voucher should be prepared by the Honorary Accounts Assistant and approved by the Joint Project Director or the Project Director.

Table 14.2

2. Approved Field Allowance

| | Item | Amount |
|----|--|-------------------|
| 1. | Cycle allowance to Field Worker/Project Supervisor | Rs. 30 per month |
| 2. | Daily allowance when called for meeting | Rs. 10 per visit |
| 3. | Conveyance to Field Workers on actuals | Rs. 100 per month |
| 4. | Conveyance to the Field Supervisor on actuals | Rs. 150 per month |

a. **EXPLANATION:** As each Field Worker will be provided a bicycle for his field visits, he will be paid Rs. 30 per month as cycle allowance. However, he may be permitted to travel by bus or other public transport while visiting farflung villages or the venue of the Weekly Review Meetings. A provision of Rs. 100 per month has been made for this purpose. The payment of conveyance allowance should be made on actuals.

The Field Supervisor is expected to use public transport as well as his bicycle for paying visits to various clusters. He will be paid Rs. 30 to maintain his bicycle and actual expenditure incurred on public transport.

Whenever the Field Workers and the Field Supervisor are called to the venue of the Weekly Review Committee Meetings or the head-quarters of the Project Implementing Agency, they will be entitled for the actual bus fare and a daily allowance sufficient to meet lunch expenses.

b. **MODE OF PAYMENT:** Cycle allowance should be paid with the monthly consolidated salary in the same voucher. Details of actual expenditure incurred on public transport should be submitted by the Field Workers and the Project Supervisor in Form IX. The details of the daily allowance should also be included in the form.

The completed form should be checked by the Accounts Assistant and approved by the Joint Director.

Table 14.3

3. Other Admissible Expenses

| Item | Amount |
|--|--------------|
| 1. Conveyance for honorary staff | Rs. 250 p.m. |
| 2. Establishment and stationery expenses | Rs. 200 p.m. |

a. **EXPLANATION:** As the Honorary Project Director, Joint Director, and other honorary staff of the Project Implementing Agency is required to travel in the project area, provision has been made for their conveyance expenditure. The Project Implementing Agency may decide the mode of transportation and expenditure pattern. However, the monthly expenditure on honorary staff should not exceed the sanctioned amount.

Each Project Implementing Agency is entitled to incur expenditure on stationery and establishment upto Rs. 200 p.m. or whatever amount is sanctioned by the Central Coordinating Office. The expenditure pattern within the sanctioned amount may be decided by the Project Implementing Agency.

b. **MODE OF PAYMENT:** The payment for conveyance expenses should be made every month on production of completed Form IX. The voucher should be prepared by the concerned honorary staff and approved by the Joint Project Director.

The expenditure on establishment and stationery should be incurred depending on the need and on production of proper bills. The system of purchase may be decided by the Project Implementing Agency.

C. Expenditure Reporting

1. A monthly statement of expenditure in the following form should be submitted to the Project Implementing Agency.

| Sr. No. | Voucher No. | Details | Amount | Remarks |
|---------|-------------|---------|--------|---------|
|---------|-------------|---------|--------|---------|

The expenditure statement should be prepared by the Honorary Account Assistant and approved by the Joint Project Director. Only the approved expenditure should be included in the statement. Any non-admissible expenditure incurred by the Project Implementing Agency will be borne by the agency itself.

2. A quarterly statement of expenditure should be submitted by the Rural Implementing Agency in the form indicated above. At the end of each quarter the Project Implementing Agency should submit the details about unspent balance to the Central Coordinating Office.

D. Releasing of Instalments

The budgeted amount will be released by the NAB on the recommendation of the NAB (RAC). The assistance is generally released in four equal instalments.

Table 14.4
Schedule for Releasing of Instalments

| Instalment | Month | Procedure |
|------------|---------|---|
| First | April | As advance instalment |
| Second | July | After amount released as first instalment has been spent on admissible items |
| Third | October | After amount released as second instalment has been spent on admissible items |
| Fourth | January | After amount released as third instalment has been spent on admissible items |

Source: Minutes of NAB (RAC)

The financial assistance will be released on the recommendation of the NAB (RAC). The acknowledgement of the receipt of instalment by the Project Implementing Agency should be made to the NAB under intimation to the Central Coordination Office.

E. Maintaining of Accounts

The accounts should be maintained by the Project Implementing Agency at its head quarters. It should maintain separate accounts for the project following the system of double entry book-keeping. It should maintain the following books of accounts:

1. Cash Book

As cash expenditure will be incurred every month, petty cash book need not be maintained. The cash entries should straightaway be taken to the main cash book.

2. *Ledger*

For double book accounting a ledger with standard columns should be maintained. As book entries are simple, straight, and repetitive, Project Implementing Agency may not maintain the journal.

For convenience, the payment of salary, etc. may be made through local banks.

F. **Auditing**

The accounts should be audited by a Chartered Accountant. As the Project Implementing Agency will be running other projects also, it is expected that it will be availing the services of a local Chartered Accountant.

G. **Financial Statements**

The Project Implementing Agency should prepare Income and Expenditure Statement and the Balance Sheet. The financial statements should be verified by the Chartered Accountant. They should be placed before the appropriate committee of the Project Implementing Agency for approval as per laws prevailing in the area. The recommended procedure is to place the financial statements before the Executive Committee for recommendation and then before the General Body for approval within six months of the completion of the preceding financial year.

Three copies of the financial statements duly signed by the Chartered Accountants and the authorized signatory of the Project Implementing Agency should be submitted to the Central Coordinating Office.

XV
ILLUSTRATIVE CASE STUDY

| | | |
|--------------|---|--------------------------|
| Name | : | Shankarji Lakhaji |
| Disability | : | Blind |
| Age | : | 35 years |
| Sex | : | Male |
| Village | : | Chaloda |
| Cluster | : | Ambliyala, Dholka taluka |
| Field Worker | : | Dashrath Thakkar |

A. Background

Shankarji Lakhaji, a young strapping man of 35, had become blind at the age of 25 due to trachoma. He belonged to the farming community. His family consisted of five persons—himself, wife, widowed mother, brother and sister-in-law. His family had a piece of land, and the annual income was Rs. 2,000.

The brother was the lone-earning member of the family after Shankarji's blindness. He worked on his own land and as a casual labourer on other people's land. Shankarji was married to a woman whose one eye was totally damaged and hence had sight in one eye only.

Before he became blind, Shankarji used to work as a casual labourer, taking care of the agricultural operations, animal husbandry, etc. After his blindness the entire family depended on the brother for livelihood. The brother's physical condition was poor; he could not earn enough to support the family.

Shankarji had excellent health and strength. His family resented the fact that he partook of a substantial portion of the food available and did nothing in return. His wife was over-worked, looking after his every need while attending to the household chores.

B. Status of Shankarji at the Time of Identification

When Dashrath carried out a door-to-door survey of the blind in the Ambliyala cluster, he came across Shankarji. The main aspects that struck Dashrath were:

- Shankarji was embittered and disinterested in life
- Had no mobility
- Sat all day outside his hut sunning himself
- Was not involved in the day-to-day affairs by his family
- Belonged to the farming community
- His wife did all his work for him
- Was given food and clothing by the village
- Was in excellent physical condition
- People talked of how enterprising and intelligent Shankarji had been before his blindness
- Had to plead for money spent by him for his tobacco, betel, etc.

C. Initiation of Training

Shankarji refused to take any training and told Dashrath that the only thing he was interested in was getting back his sight. Several overtures by Dashrath met with insult and rebuff.

The Case Review Committee, however, decided to take up Shankarji's case before any other due to the following reasons:

- Shankarji belonged to the working age-group, was young, and needed some economic support
- A challenging case as it was of a newly blinded person who was not convinced that he could be independent
- Had excellent health and his powers of understanding seemed to be very sharp
- Medical records indicated that there was no possibility for improvement in his sight as he was incurably blind
- Training could be provided on a small piece of land which he owned for his economic independence
- If successfully rehabilitated, he would serve as a demonstration to other blind persons in the village
- Was cruel to see a young and fit person as Shankarji wasting away his life in ignorance and idleness.

D. Convincing Shankarji

Dashrath started meeting Shankarji every day irrespective of the latter's coldness. He gave him illustrations of successful blind persons. He himself put on a blindfold and milked a neighbour's buffalo to prove to Shankarji that lack of sight was not a hindrance to work.

Dashrath showed Shankarji how dependent he was on his family for every little need and how he was insulted and grudged for the money spent on him. He also told Shankarji how by becoming independent in his daily routine, he could reduce the burden on his wife. Shankarji, however, was not convinced. He preferred to sit idle and depend on his wife to do the running about.

Dashrath, however, continued his daily visits to Shankarji's house. He read him the newspaper and gave him details of happenings in the world and in the field of blind welfare. Dashrath kept on pointing out to him the harm in depending completely on his wife. Shankarji would laugh and say that he had got used to being fussed over.

E. Hand of Fate

Fate, however, stepped in rather cruelly to convince Shankarji. His wife died in childbirth, while Shankarji watched helplessly, due to his poverty and lack of independence in moving about. With the passing away of his wife, Shankarji was left in a state of total helplessness at the mercy of his brother and sister-in-law.

He then realized the wisdom of Dashrath's words and decided to seek his help. In the moment of sorrow, it was to Dashrath that Shankarji turned.

F. Rehabilitation Training

Dashrath started teaching Shankarji orientation of his household and his neighbourhood and went on to teach him mobility. He taught Shankarji how to shave independently and also go out for the natural call.

To teach Shankarji how to identify denomination of currency, Dashrath developed his own 'Notex' card made out of cardboard with notches cut in to mark different denominations (Notex is an established equipment for recognizing denomination of currency). Shankarji was given a bus pass and Dashrath taught him to board buses and travel independently. Soon with his village cane tapping away, Shankarji became a seasoned traveller in and outside the village.

G. Economic Rehabilitation

The major issue, however, still remained unsolved. Shankarji was determined to become economically independent. Dashrath started giving him training in farm operations such as:

- Mobility to the farm
- Sowing, weeding, and reaping operations
- Bundling of grass
- Water management

Shankarji and Dashrath decided that the farm alone would not be enough for his economic independence. They realized that since Shankarji belonged to the farming community he could keep cattle. Dashrath thus gave training to reorient him with the following skills he possessed when he was sighted:

- Cutting and storing grass
- Washing cattle
- Tethering and leaving cattle
- Taking them to the pastures for grazing
- Boiling fodder
- Feeding cattle at regular intervals
- Milking cattle

All this training was imparted by Dashrath on a neighbour's buffalo. After Shankarji was satisfactorily trained, he was enabled to get a loan for purchasing a buffalo from a nationalized bank at differential interest rate of 4.5% per annum.

Today Shankarji is economically resettled and helps to contribute very substantially to the family income.

Victory Over Blindness



Shankarji Plucking Brinjals

REHABILITATION OF THE RURAL BLIND

SURVEY FORM

For Office Use Only

Date of survey..... Name of village.....
 Name of cluster..... Name of Field Worker.....

(To be completed by the Field Worker)

1. Name of the blind person.....
2. Address.....
3. Age.....
4. Sex: Male/Female
5. Caste.....
6. Marital status: Single/Married
7. Details of blindness: Partial/Total
8. Age of onset of blindness.....
- Cause of blindness :
 Accident..... Disease.....
 Injury (Specify)
 Congenital
9. a. Education, if any
- b. Technical training.....
10. Has the blind person undergone treatment.....
11. Number of persons in the household.....
12. Any other incidence of blindness in the family : Yes/No
 Relation with blind person.....
13. Family trade
14. Income of family.....
15. Number of working members.....
16. Details of occupation of each family member

| <i>Person</i> | <i>Occupation</i> |
|---------------|-------------------|
| | |
| | |
| | |
| | |
17. Whether the blind person is: independent/dependent
 Mobility
 Daily living skills
 Economically
18. Whether the blind person is aware of facilities/concessions: Yes/No
19. Present occupation of the blind person.....
20. Occupation of the blind person before blindness.....
21. Any other information.....

**REHABILITATION OF THE RURAL BLIND
PRELIMINARY INFORMATION REPORT**

Name of the Project Implementing Agency..... Name of project area.....
Period.....

| Sr. No. | Name of village | Name of blind person | Age | Sex | Married/ Single | No. of family members | Age of onset of blindness |
|--------------------|--------------------------|----------------------|----------------------------|--------------------------------------|---------------------------------------|-----------------------|---------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | | | | | | | |
| Cause of blindness | Medical aid taken or not | Family occupation | Occupation of blind person | Economical-ly independent/ dependent | Availed any training earlier (Yes/No) | Detailed remarks | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | |

Note: To be submitted by the Project Implementing Agency to the Central Coordinating Office after completion of identification of the blind.

**REHABILITATION OF THE RURAL BLIND
INDIVIDUAL TRAINING MONTHLY REPORT**

Name of the Project Implementing Agency..... Name of project area.....
Name of Field Worker..... Cluster..... Total No. of villages in cluster.....

| Sr. | Name of blind person | Age | Sex | Details of training | O&NM training |
|--------------|---|--------------------------------|--------------------|---------------------|---------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | | | | | |
| ADL training | Details of Government facilities advanced | Details of vocational training | Any other services | Remarks | |
| 7 | 8 | 9 | 10 | 11 | |

Note: To be submitted every month by the Project Implementing Agency to the Central Coordinating Office.

Period.....

Note: To be submitted every month by the Project Implementing Agency to the Central Coordinating Office.

Total number of villages..... Period from..... to Date.....

79

**REHABILITATION OF THE RURAL BLIND
DETAILS OF INDIVIDUAL FINAL REHABILITATION**

Name of the Project Implementing Agency..... Project area.....
Period.....

| Name of blind person 1 | Name of village 2 | Age 3 | Sex 4 | O&M 5 | ADL 6 | Integrated education 7 | Medical check-up 8 |
|---------------------------------|-------------------------|---------------|------------------------------|-----------------------------|---------------------------------------|--|--------------------------|
| | | | | | | | |
| Eye restoration 9 | Bus pass 10 | Pension 11 | Vocational training 12 | Economic aid given 13 | Trade of rehabilita- tion 14 | Remarks of the Project Director 15 | |

Note: To be submitted by the Project Implementing Agency to the Central Coordinating Office on final completion of each cluster.

**REHABILITATION OF THE RURAL BLIND
QUARTERLY PROGRESS REPORT**

Name of taluka..... Quarter from..... toDate.....
Total number of villages..... Total number of villages covered.....
Total number of Field Workers..... Villages assigned for each Field Worker.....

| Name of Field Worker 1 | Age 2 | Qualification 3 | No. of villages assigned 4 | Total No. of blind in cluster 5 |
|------------------------------------|----------------------------|--------------------------------|----------------------------------|---|
| | | | | |
| Blind Persons Adopted for Training | | | | Remarks of the Project Director (Weekly Meeting) 9 |
| Undergoing training 6 | Completed training 7 | Remaining for training 8 | | |

Signature of Joint Director
Implementing Agency
Rural Rehabilitation Project

**REHABILITATION OF THE RURAL BLIND
QUARTERLY REPORT (PHYSICAL ACHIEVEMENTS)**

Name of Implementing Agency..... Project area.....
 Name of Field Worker..... Total No. of villages.....
 Quarter from..... to Date.....

| Sr. No. | Name of cluster | Village | Range of services (State | | | |
|------------|--------------------|---------|--------------------------|-----|-------------------------|-------------|
| | | | O&M | ADL | Integrated education | Bus pass |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

only number of blind persons)

| Pension | Medical check-up | Eye Restoration | Vocational training | Complete rehabilitation | Total number covered |
|---------|---------------------|--------------------|------------------------|----------------------------|----------------------------|
| 8 | 9 | 10 | 11 | 12 | 13 |

**REHABILITATION OF THE RURAL BLIND
MONTHLY PAYMENT VOUCHER**

Payment for the month of..... Year.....
 Name of the Implementing Agency..... Dated.....

| Name of Field Worker or Project Supervisor | Monthly remu- neration | Days reported | Remu- neration | Cycle allow- ance | Any other payment or deduc- tion | Total | Signature on Revenue stamp |
|---|------------------------------|------------------|-------------------|-------------------------|---|-------|----------------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

Prepared by
(Acctt. Asstt.)

Checked by

Recommended by

Approved by
(Joint Project Director)

REHABILITATION OF THE RURAL BLIND

TRAVELLING AND CONVEYANCE

Project Implementing Agency

| |
|--|
| |
|--|

| Name and Designation | | Period of claim From To | | Dated | |
|----------------------|-------|----------------------------|----------------------|------------------|---------------------|
| | | | | | |
| Sr. No. | Dated | Travelling From To | Mode of transport | Amount Rs. P. | Remarks/ purpose |

A TOTAL _____

Other expenses

| Sr. No. | Details | Amount | Remarks |
|------------|---------|--------|---------|
| | | | |

B TOTAL _____

For Office Use

Voucher No. _____

Account Head _____

Cash received by
Dated _____

A+B TOTAL _____

Less advance _____

Amount claimed _____

Approved by _____

Recomm. by _____

Inspected by _____

Prepared by _____

(Received Rs..... (Rs.....)

as per voucher for travel/conveyance expenses actually incurred.

Signature/Thumb impression of applicant _____

Amount paid: _____

Date: _____

Signature of Acctt. _____

REHABILITATION OF THE RURAL BLIND
National Programme for Prevention of Visual Impairment
and Control of Blindness

APPLICATION FOR PERMISSION TO HOLD EYE CAMPS IN THE RURAL AREAS
 AND FOR FINANCIAL ASSISTANCE FROM THE GOVERNMENT OF INDIA

1. Name of the voluntary organization/hospital holding camp.
2. Is it a registered body under Societies Registration Act of 1860 or similar enactment?
 Yes/No
3. If yes, indicate where registered.....
 (state)
- Registration No.....
4. Proposed camp. Place.
 Duration..... Dated
5. Name of the institution/organisation collaborating with the camp:.....
6. Whether any financial assistance is being received from the State Government/international agencies, like RCSB, OXFAM, and Christoffel Blindenmission, for organizing the proposed camp? Yes/No
7. If yes, indicate the source and the amount.....
8. Funds proposed to be raised locally by the sponsoring organization.
9. Financial assistance expected from the Central Government for the camp.....
10. (a) Name and qualification of senior Ophthalmic Surgeon Incharge.....
 (b) Names of additional Ophthalmic Surgeons:
 (1) (2)
 (3) (4)
 (5)
11. Number of days the operating surgeon will be available in the camp.....
12. Arrangements made for proper follow-up of the operated cases.....
13. Approximate number of the intra-ocular operations likely to be performed:
 Cataract..... Glaucoma.....
14. Whether arrangements will be made for refraction and prescribing glasses? Yes/No
15. Will the examination of school children be conducted in the areas where the camp is being organized? Yes/No
16. Will the survey of the community be taken up for early detection of visual defects?
 Yes/No
17. Record of the earlier camps.....
 Date(s)..... Place(s).....
 Operations performed.
 Date: Signature
 Place: Address
 SEAL

Copy to the (1) Secretary,
 Ministry of Health and Family Welfare
 (Department of Health, Ophthalmology Cell)
 New Delhi-110 016.

Recommendation of Civil Surgeon/Chief Medical Officer.....
 Place: Signature
 Date: SEAL

REHABILITATION OF THE RURAL BLIND

OPHTHALMIC SURGEON'S CERTIFICATE

1. Place of the eye camp :
 2. Name of the State in which it is held :
 3. Date and duration of the camp :
 4. Name and qualification of the Operating Surgeon/Surgeons :
 5. Total number of patients
 - (a) Examined :
 - (b) Treated :
 - (c) Operated for cataract :
 - (d) Operated for glaucoma :
 - (e) Operated for optical iridectomy :
 - (f) Operated for Pterygium :
 - (g) Operated for dachryo-cystitis/removal of lacrimal sac :
 - (h) Surgical operations other than those above :
 6. Whether glasses were prescribed and given, and if so, whether on payment or free of charge.....
 7. If the camp is conducted in collaboration with any local organization, such as Jilla Panchayat, Lions Club, Rotary Club, and Red Cross Society, kindly furnish the name and address of the collaborators and the type and quantum of assistance received.....
 8. If yours is a Rotary sponsored camp, the name of the linked club(s) in U.K. supplied by the Royal Commonwealth Society for the Blind be given
 9. Kindly indicate in whose name the cheque should be drawn.....
- I have conducted the above eye camp and the information given above is correct.

Place:.....

Date:

Signature of the Ophthalmic Surgeon
in charge of the Eye Camp and Seal

REHABILITATION OF THE RURAL BLIND

APPOINTMENT LETTER

Project Implementing Agency

Date

To

.....

DEAR

With reference to your application dated.....and the subsequent interview held before the Selection Committee on....., we are pleased to appoint you as on the following terms and conditions:

1. You will be paid consolidated salary/honorarium of Rs. p.m.
2. Your appointment will be purely on a temporary basis/contractual basis for months, during which period the appointment can be terminated without giving any notice or compensation in lieu of it, and the appointment shall terminate automatically unless extended in writing.
3. Your services will be governed as per the rules and regulations in force from time to time.
4. Your appointment is subject to verification of your past service record and antecedence.
5. If any information furnished by you in connection with the above appointment is found to be incorrect or false at any stage, or correct information is found to be suppressed, you are liable to be removed from service at any time without giving any notice or any compensation in lieu thereof.
6. Your residence should be in the city of You will have to communicate immediately in writing the change of address to the organization. If it is found that you are staying in any other city, your services will be terminated immediately without giving any notice or compensation in lieu of it.
7. Before joining, you are required to submit your medical fitness certificate.
8. You will be entrusted with the task of identification of the rural blind, training them in rehabilitation skills, according them government and allied facilities, preparing them for their social, economic, educational, psychological rehabilitation in society, creating public awareness regarding potentials of the blind, and any other work entrusted by the organization.
9. In case of any dispute.....court will have the jurisdiction.
10. You are requested to communicate your acceptance of this appointment order indicating the date (which shall not be later than.....) by which you will join duty within seven days from the date of receipt of this letter, failing which it will be presumed that you are not interested in this appointment and the appointment will be treated as cancelled.

Place:

Date:.....

Yours faithfully,
 Project Director

Endorsement of Acceptance

I unconditionally accept the above appointment on the terms and conditions mentioned therein and agree to abide by them. I shall positively report for duty on.....

Place:

Date:

Signature:

APPENDIX I
REHABILITATION OF THE RURAL BLIND
AVENUES OF RURAL EMPLOYMENT FOR THE BLIND

Suggested by:

Robert C. Jaekle,

DIRECTOR, REHABILITATION, AMERICAN FOUNDATION FOR OVERSEAS BLIND
(NOW CONSULTANT, CHRISTOFFEL BLINDENMISSION SOUTH ASIA REGIONAL OFFICE)

Source:

Desai, Capt. H. J. M. and Others, *Planning Basic Rehabilitation Programmes for the Visually Handicapped in Developing Countries*. Paris World Council for the Welfare of the Blind, (1979), p. 73

1. ASPECTS OF HARVESTING PADDY AND OTHER CROPS
 - a. Drying straw
 - b. Bundling and tying straw
 - c. Removing seeds from sunflower, tamarind, etc.
 - d. Removing husks
 - e. Harvesting and shucking ground-nuts (peanuts)
 - f. Cutting and removing stalks from grains
 - g. Digging seedling from fields
2. GENERAL FARM WORK
 - a. Feed and water livestock
 - b. Fertilizing fields
 - c. Transfer top soil
 - d. Irrigation of paddy fields
 - e. Cleaning and washing stables
 - f. Care of livestock
 - i. Taking cows to fields to graze
 - ii. Taking cows to tank for bath
 - g. Milk cows
 - h. Collect cow dung and make cakes
3. PETTY BUSINESS ENTERPRISES
 - a. Selling vegetables in season
 - b. Gather, cut, and sell firewood
 - c. Selling prepared food (boiled grams, etc.)
 - d. Selling sweets, pan, cigarettes, bottled drinks, etc.
 - e. Selling local drinks such as coconut milk, palm sugar milk, and other seasonal products
4. MAKING ROPE AND FIBRE PRODUCTS,
 - a. Coconut fibres
 - b. Paddy fibres
 - c. Plant fibres
5. GRINDING AND POUNDING GRAIN INTO FLOUR
6. WEAVING PALM LEAF MATS
7. MAKING FISH NETS
8. SOOTHSAYER (SEER)
9. BABY SITTING FOR FAMILY CHILDREN
10. SPECIAL CASTE WORK
 - a. Pottery-making
 - b. Laundry work
 - c. Town crier (tom-tom man)

APPENDIX II

REHABILITATION OF THE RURAL BLIND

AVENUES OF RURAL EMPLOYMENT FOR THE BLIND

Suggested by:

Capt. H. J. M. Desai

HON. SECRETARY GENERAL & CHAIRMAN, RURAL ACTIVITIES COMMITTEE, NATIONAL ASSOCIATION FOR THE BLIND AND
CHAIRMAN, REHABILITATION, TRAINING AND EMPLOYMENT COMMITTEE, WORLD COUNCIL
FOR THE WELFARE OF THE BLIND

Source

Desai, Capt. H. J. M. & Others *Rural Based Employment Opportunities*, Singapore: Asian Conference on Visual Handicap (4-9 December 1983)

I. FARM OPERATIONS

Broadly, the trained rural blind are excellent at operating various types of general, multi-purpose, or speciality farms, either independently on their own or as members of the family unit:

- (1) Working as farm hands or as employees of bigger co-operative farms
- (2) Doing various operations connected with the growing of crops, fruits, flowers, vegetables, etc.
- (3) Livestock rearing, goat and sheep rearing, pig rearing, rabbit breeding, frogs rearing, etc.
- (4) Animal husbandry and dairying
- (5) Poultry farming (both for meat and eggs)
- (6) Cottage industries, small-scale industries, rural crafts and trades, and agro-forest occupations
- (7) Afforestation and agro-forest occupations
- (8) Selling of farm products, running of petty village shops; sales kiosks and vending stands
- (9) Food processing and other industries linked with local rural economy
- (10) Small business enterprises—selling newspapers and magazines, working as teachers in local schools and as propaganda officers or in local bodies, etc.

II. TYPICAL RURAL JOBS

Innumerable employment or job opportunities in agricultural and rural occupations exist in the rural areas.

A list of typical rural jobs classified as per above broad categories is given below:

- (1) *Agriculture:* Almost all operations such as cutting bush, all preparatory village work, digging, manuring, levelling, bunding, sowing seeds—both by broadcasting and by dipping; watering, weeding, thinning, harvesting, grading, packing, and marketing.
- (2) *Growing of a Variety of Crops:* The growing of crops (such as cereals, oil seeds, cotton, all cash crops, and a variety of vegetables) involves a variety of operations such as layout of fields, bunds and water channels, field paths, making ridges or furrows or raised beds, spraying of insecticides, harvesting of crops and marketing, in which only a few operations require the help from a sighted person.

- (3) *Horticulture and Nursery Practices:* Raising of seedling grafting, air layering, propagation by cuttings, and raising of nurseries for coconuts palms and other plant is profitable. Not much space is required.
- (4) *Floriculture:* Raising of all kinds of flowers, decorative plants and cacti; making of garlands bouquets, buttons, *venies* (flowers tied by ladies around their hair); and running of small flower, shops.
- (5) *Animal Husbandry:* Rearing of cows, sheep, goats, pigs, rabbits, guinea pigs, guinea mice, etc. for beef, meat, pork, furs, hides and skins; care of animals, their feeding and cleaning, etc.; keeping of milk cattle, selling milk; the blind persons can milk the animals as also look after them, feed them and keep them.
- (6) *Pisciculture:* In the first Agricultural and Rural Training Centre for the Blind in India, the blind constructed an earthen dam, thus bringing into existence an irrigation tank on 33 acres of land. Fish seedlings were obtained and very soon the blind started selling fish reared at the Centre to adjoining urban areas.
- (7) *Poultry Raising:* Poultry raising for table as also for eggs is most profitable; does not require large space and could be successfully handled by trained blind.
- (8) *Small Scale and Cottage Industries and Rural Crafts and Trades:* Palm leaves matting, haffia work, sisal work, cane work, bamboo work, coconut-fibre and all their products; rope-making, making of brooms, baskets, straw, bottle covers and bats; tape-making and making for chicks and blinds; brick-making, making of cement blocks and pottery is easy and remunerative; making of string bags, fishing and other nets required for sports; carpentry and tailoring; making of indigenous cigarettes, bidis, spinning, weaving, beads work, simple assembly and inspection work.
- (9) Running of petty village shops, sales kiosks, vending stand, the number of articles sold should be restricted and the blind taught to organise the shop methodically and to keep simple accounts.
- (10) *Independent Professions:* As in the urban areas, so in the rural areas, the blind can successfully work as salesmen, insurance agents, propaganda officers and run magazine subscription agencies or do other simple suitable jobs.
- (11) *Small Business Enterprises:* If the problems of initial capital and operating space could be solved satisfactorily, the blind can successfully manage small business enterprises such as toy-making, plastic work, leather craft or for that matter many other small business enterprises, with some sighted help from family members.
- (12) *Staff of Welfare Institutions:* Rural based welfare institutions have many avenues in which trained rural blind can be absorbed.

APPENDIX III

REHABILITATION OF THE RURAL BLIND

BUREAU INTERNATIONAL DU TRAVAIL
INTERNATIONAL LABOUR OFFICE
OFICINA INTERNACIONAL DEL TRABAJO

BLINDOC

Information Service on the Rehabilitation and Employment
of the Visually Handicapped in Collaboration with the World Blind Union

No. 524

English

October 1985

Towards Social and Economic Rehabilitation of the Rural Blind

To cater to the needs of the rural blind in India, the National Association for the Blind, Rural Activities Committee set up a pilot project in the Dholka taluka of Gujarat in 1982 with financial support from the Royal Commonwealth Society for the Blind. Within two years of its existence, hundreds of blind and visually impaired persons have been successfully rehabilitated both economically and socially. Prompted by its success, similar projects are in the process of being established in other parts of India.

The first team consisting of Project Co-ordinator, Project Supervisor and five Field Workers started its work in the 117 villages of Dholka taluka. The project, known as the Dholka Project is meant to be a model for the social and economic rehabilitation of the rural blind in developing countries. The project is aimed at individual needs with the social rehabilitation paving the way for acceptance of the blind persons by his community and adjustment training coupled with skill demonstration paving the way for economic well-being. The person's home becomes the centre and the local community (society) the setting for rehabilitation.

During the short span of 72 months, blind persons who had been isolated in their huts, emerged as talented and enthusiastic workers. Tales of dependence and woe were transformed into independence and achievement. In statistical terms, 203 blind persons were identified; 170 were given training in orientation, mobility and activities of living; 52 were given bus passes; 10 obtained pensions; 14 blind children were successfully integrated in local schools; 62 blind persons were trained in agricultural and rural crafts and are now successfully self-employed.

For further information on the BLINDOC service:
International Labour Office, Vocational Rehabilitation Branch
CH-1211 Geneva 22, Switzerland

Source

Ms. Nandini Rawal, Towards Social and Economic Rehabilitation of the Rural Blind, Article in *Blind Welfare*, Vol. XXVII, No. 1, Published by the National Association for the Blind, 51, Mahatma Gandhi Road, Bombay-400 023, India.

ILO/WBU-BLINDOC-October 1985-English-No. 524

APPENDIX IV
REHABILITATION OF THE RURAL BLIND

NEWS-ITEM

The World Blind, World Blind Union, Paris, No. 4

October-December, 1985. P. 10.

From the report of the National Association for the Blind for the year ending March 31, 1985, we note that the Dholka Project, which was the first rural rehabilitation programme to be launched by the Rural Activities Committee of the NAB, was expanded to cover 117 villages with 11 full-time field workers. In a short span of 2 years, 235 blind clients have been helped, many of them have been economically resettled in farming, animal husbandry, poultry keeping and village crafts like rope-making. Twelve blind children have been enrolled in primary schools in the villages. Similar projects were established in other parts of the country.

The Tata Agricultural and Rural Training Centre for the Blind at Phansa continues to provide agricultural training in a residential setting. After training the trainees are helped to resettle in their own familiar surroundings where in some cases the Rural Resettlement Officer helps to secure land for them or in other cases they are provided with cattle and/or poultry.

APPENDIX V
REHABILITATION OF THE RURAL BLIND
SCHEME OF DIFFERENTIAL RATES OF INTEREST

Relevant Circulars

Circular I

Reference No. : DBOD. No. Nat. B.C., 52/G. 453(U)-72
Dated : June 3, 1972
Issuing Authority : Reserve Bank of India
Central Office
Development of Banking Operations and Development
Bombay 1
Signing Authority : Joint Chief Officer
Relevant Extract :

2. Annexure Para 2(c)

Physically handicapped persons pursuing a gainful occupation where some durable equipment and/or continuous supply of raw material is essential.

ii. Annexure Para 2(c)

People physically engaged on modest scale in the fields of cottage and rural industries and vocations.

Circular II

Reference No : Letter No. DBOD : No. Nat. BC 31/G 453 (U)-77 dated 27th March, 1973 and amended by their Circular DBOD : No. Nat. BC 65/G 453(U)-73 dated 1st June, 1973.
Issuing Authority : Reserve Bank of India.
Relevant Extract : Scheme of Differential Rate of Interest

Para 1b(i) : Institution for physically handicapped persons pursuing a gainful occupation where some durable equipment and/or continuous supply of raw material is useful.

Para 5(a) : Amount of loan will depend on the particular scheme proposed to be financed and should be adequate to enable the borrower to finance his requirement with having to borrow funds from another source. The following maximum limits are indicated in this connection.

| | |
|----------------------|-------------|
| Working Capital Loan | : Rs. 1,500 |
| Term Loan | : Rs. 5,000 |

"In exceptional cases, particularly for institutions, higher amount may be considered."

APPENDIX VI

REHABILITATION OF THE RURAL BLIND

**OPPORTUNITIES FOR ECONOMICAL REHABILITATION OF THE RURAL BLIND
IN THE EXISTING PROJECTS**

Project Location : Dholka taluka

District : Ahmedabad

State : Gujarat

Implementing Agency : Indian Red Cross Society Dholka Branch

| S.N. 1 | Name of the beneficiary 2 | Age 3 | Sex 4 | Village 5 | Trade 6 |
|-----------|----------------------------------|----------|----------|---------------|---|
| 1. | Bharwad Somalben Andalbhai | 48 | F | Bavla-I | Collecting and making cow dung cakes |
| 2. | Bhangi Ramuben Shivabhai | 50 | F | Simej | Making and selling brooms |
| 3. | Chawda Vajubhai Jivabhai | 25 | M | Kavitha | Preparing and selling ropes made of cotton waste |
| 4. | Harijan Lalitaben Galabhai | 22 | F | Zekda | Buffalo rearing, selling milk |
| 5. | Karelia Jayantibhai Ramajibhai | 20 | M | Dholka | Cane work, chair repairing |
| 6. | Koli Patel Narsingbhai Bababhai | 25 | M | Kesardi | Working as a night watchman in the threshing yard |
| 7. | Koli Patel Trikambhai Sibhaibhai | 42 | M | Bhumali | Brick making unit, mulching of soil |
| 8. | Makwana Hirabhai Dudhabhai | 52 | M | Maflipur | Petty shop, selling cigarettes, matchboxes and soaps etc. |
| 9. | Marwadi Bhikhiben Bajubhai | 22 | F | Dholka town | Washing vessels and clothes for others |
| 10. | Metalia Jekuben Kanjibhai | 22 | F | Metal | Paddy threshing and winnowing of grain |
| 11. | Odha Galabhai Naranbhai | 44 | M | Badarkha | Transporting soil with the help of donkeys |
| 12. | Pagi Mavjibhai Kachrabhai | 20 | M | Adhroda | Preparing and selling ropes made of wild weeds |
| 13. | Panchal Devjibhai Dharambhai | 55 | M | Nanodra | Selling sickles and agricultural implements |
| 14. | Parmar Jagdishbhai Punjabhai | 20 | M | Ambaliara | Selling detergent powder |
| 15. | Parmar Lalubhai Lakhabhai | 52 | M | Keliavasna | Handloom weaving and selling the articles produced |
| 16. | Parmar Tribhuvanbhai Dhulabhai | 28 | M | Dholka proper | Preparing soles of shoes and polishing shoes |
| 17. | Patel Dashrathbhai Somabhai | 52 | M | Keliyabasana | Cultivation of vegetables, selling of the farm produce |
| 19. | Sadhu Vasaram Kalidas | 18 | M | Royka | Professional musician |
| 20. | Sajanben Ramjibhai Chauhan | 25 | F | Gangad | Cow rearing, selling milk |
| 21. | Sama Hamirbhai Jumabhai (Padhar) | 40 | M | Meni | Fishing, loading and unloading fish baskets, selling fish |
| 22. | Sipahi Usmanbhai Chaddubhai | 45 | M | Dholka town | Selling of meat |
| 23. | Thakore Ashabhai Fulabhai | 45 | M | Jalalpur | Winnowing grains |
| 24. | Thakore Chaturji Chhanaji | 20 | M | Saroda | Preparing and selling ropes made of coconut fibres |
| 25. | Thakore Jamakuben Saukabhai | 58 | F | Dholka town | Separating cotton seeds |
| 26. | Vaghri Kashiben Deharbhai | 45 | M | Bhurkhi | Selling acacia sticks (indigenous tooth brush) |
| 27. | Vaghri Ranchodbhai Chikabhai | 42 | M | Kavitha | Poultry raising and selling eggs and birds |
| 28. | Valand Lavajibhai Popatbhai | 44 | M | Aranej | Mobile water tank for selling refrigerated water |
| 29. | Vaspoda Manguben Punjabhai | 32 | F | Dholka town | Making and selling baskets |
| 30. | Waghri Amubhai Ravjibhai | 25 | M | Moti Boru | Goat rearing, selling wool and milk |

Project Location : Chickballapur
State : Karnataka
Project Implementing Agency : NAB Karnataka State Branch

| 1 | 2 | 3 | 4 | 5 | 6 |
|-----|---------------------|----|---|-----------------------|---|
| 1. | Akkayamma | 50 | F | Sulkante | Ragi grain grinding for others |
| 2. | Appa Jappa | 38 | M | Gundalgurki | Managing a flour mill |
| 3. | Chikka Thimmaiah | 70 | M | Kamasetthyhalli | Cultivation of vegetables |
| 4. | Dasappa | 25 | M | Chikkapyalagurki | Engaged in earthen work, transportation of soil on contract basis |
| 5. | Dodda Krishnappa | 55 | M | Gundalgurki | Cow care and management, milking, feeding and grazing of cows |
| 6. | Gangappa | 60 | M | Katenahalli | Farm labour |
| 7. | Kamma Narayan Appa | 50 | M | Honegal | Raising of gardens, road side plantation and flower plantation |
| 8. | Kondambhai | 50 | F | Andrahalli | Collecting leaves for silk worm rearing |
| 9. | Lakshamma | 45 | F | Mandikal | Running a petty shop |
| 10. | Muma-Kkyanma | 70 | F | Devastanada Hosahalli | Sheep rearing, selling wool and milk |
| 11. | Narayan Appa | 20 | M | Nayanahalli | Farm work |
| 12. | Puttanarasamma | 45 | F | Hontoor | Preparing and selling leaf plates |
| 13. | Settappa | 50 | M | Devstanada Hosahalli | Silk worm rearing and selling |
| 14. | Smt. Biyramma | 40 | F | Bommaganahalli | Making plates out of leaves |
| 15. | Vanketaram Reddy | 25 | M | Golwaralli | Selling of kerosene |
| 16. | Yellisab | 45 | M | Renkumakelahalli | Cultivation of fruits and flowers |
| 17. | Smt. Dyavanima | 40 | F | Tammanayakanhalli | Making paper bags & envelopes |
| 18. | Shri Vankatarayappa | 55 | M | Tammanayakanhalli | Making plastic flowers & garlands |

Project Location : Palwal tehsil
District : Faridabad
State : Haryana
Project Implementing Agency : NAB Haryana State Branch

| 1 | 2 | 3 | 4 | 5 | 6 |
|-----|----------------------|----|---|---------------|---|
| 1. | Ahmed Rasheed Hashnu | 26 | M | Rajpala | Farm work |
| 2. | Altar Singh | 21 | F | Herphali | Candle making |
| 3. | Bhagwati Kishorilal | 60 | F | Assawata | Spinning of yarn with hand |
| 4. | Buchiram Tularam | 60 | M | Joharkhera | Engaged in digging of wells |
| 5. | Hara-Dayal Dallow | 75 | M | Sallargadh | Rope making |
| 6. | Harsingh Dayal | 45 | M | Durghpal | Petty village shop |
| 7. | Indrajit | 36 | M | Sallargadh | Livestock care, milking of buffaloes |
| 8. | Jagwati Kanaiya | 30 | F | Prithla | Selling of bangles |
| 9. | Kanaya Lal | 45 | M | Sallagarh | Soap making, selling of biscuits and other eatables |
| 10. | Menaka Gyasiram | 60 | F | Pardi | Envelope making |
| 11. | Mushe Mathuri | 50 | M | Amerpur | Musician |
| 12. | Ramswarup Balkishan | 40 | M | Badram | Installation of handpumps |
| 13. | Sohanlal | 45 | M | Karna | Piggery |
| 14. | Vanarashi Dalip | 45 | M | Ballar-Kulena | Making and selling of pots |
| 15. | Shri Vijay Pal | 50 | M | Chirawatta | Rope making |

| Project Location | | State | | Project Implementing Agency | | : Shihur & Haveli : Maharashtra : Poon Blind Men's Association | |
|------------------|-------------------|-------|-------------|-----------------------------|--------------------|--|--|
| 1 | 2 | 3 | 4 | 5 | 6 | | |
| 1. | Badadej Pandurang | 35 | M Bajangaon | | Farm hand | | |
| 2. | Ghavan Dattoha | 50 | M Sanaswadi | | Carpenter | | |
| 3. | Dorke Jaibai | 70 | F Lonikand | | Coir work | | |
| 4. | Harghude Narayan | 19 | M Kesanand | | Petty village shop | | |
| 5. | Zodge Giriraj | 61 | F Pabal | | Domestic work | | |
| 6. | Tambe Haribhaee | 65 | M Bhavadi | | Animal husbandry | | |
| 7. | Waghole B. Mahady | 50 | M Panchwad | | Goat rearing | | |
| | | | Kendar | | | | |
| 8. | Jadhav Mahadeo | 61 | M Pabal | | Poultry | | |

| Project Location | | State | | Project Implementing Agency | | : Mhow (Indore) : Madhya Pradesh : NAB (M.P.) State Branch | |
|------------------|----------------------|-------|----------------|-----------------------------|------------------------------------|--|--|
| 1 | 2 | 3 | 4 | 5 | 6 | | |
| 1. | Ayodhyabai Balwant | 45 | F Kumti | | Rearing milch animal | | |
| 2. | Balwant Pratapji | 35 | M Kelod | | Cane work repairing of chairs | | |
| 3. | Bharosylal Govindram | 27 | M Kodaria | | Motor winding | | |
| 4. | Budhchand Dayaram | 25 | M Rajpur Cantt | | Rope making, selling of catables | | |
| 5. | Dayaram Mevalal | 25 | M Kisanganj | | Instructor : craft work | | |
| 6. | Hakumchand Udayaram | 47 | M Datoda | | Farming | | |
| 7. | Junaji Tejaram | 75 | M Navada | | Carpentry | | |
| 8. | Mangilal Govindji | 25 | M Datoda | | Mat and basket making | | |
| 9. | Ramchandra Sawatji | 35 | M Berchha | | Making of leaf plates | | |
| 10. | Reshmbai Mangilal | 30 | F Thovalat | | Rolling and selling incense sticks | | |

| Project Location | | District | | State | | Project Implementing Agency | | : Viramgam : Ahmedabad : Gujarat : Lions Club of Viramgam Eye Hospital | |
|------------------|---------------------------------|----------|-----------------|-------|---|-----------------------------|--|---|--|
| 1 | 2 | 3 | 4 | 5 | 6 | | | | |
| 1. | Bhagat Savjibhai Madhabhai | 45 | M Vanthal | | Doing worship in a small temple | | | | |
| 2. | Chamar Valgibhai Maghabhai | 35 | M Ribdi | | Collecting and selling hides and skins | | | | |
| 3. | Ghanchi Allarakha Adjibhai | 45 | M Viramgam | | Purchasing raw cotton in bulk and selling | | | | |
| 4. | Harijan Lavjibhai Panjabhai | 55 | M Shahpur | | Preparing grass support for carrying pots | | | | |
| 5. | Jadav Becharbhai Arjanbhai | 52 | M Simej | | Working as a courier (Guiding and helping sick people) | | | | |
| 6. | Mochi Madhuben Pravinbhai | 40 | F Mandal | | Preparing paper bags and selling them | | | | |
| 7. | Nayak Shankarbhai Mithabhai | 15 | M Haripura | | Shehnai (Indian musical wind instrument) playing | | | | |
| 8. | Patel Gauriben Nathubhai | 25 | F Ughrojpura | | Plucking of cotton | | | | |
| 9. | Patel Keshabhai Dahyabhai | 55 | M Vanpadi | | Harvesting of grains | | | | |
| 10. | Prajapati Ambalal Valjibhai | 60 | M Sivpura | | Selling earthen vessels | | | | |
| 11. | Prajapati Harijibhai Bhikhabhai | 60 | M Endla | | Preparing soap cakes & selling them | | | | |
| 12. | Senma Lakhabhai Jethabhai | 56 | M Kadakthal | | Bone setting | | | | |
| 13. | Senva Rudiben Punjabhai | 75 | F Kadakthal | | Working as midwife | | | | |
| 14. | Thakore Kaluji Somaji | 32 | M Sitapur | | Preparing vermicelli with the help of small machine and selling | | | | |
| 15. | Thakore Manabhai Maganbhai | 50 | M Dumana | | Working with cotton press machine | | | | |
| 16. | Thakore Nehruji Virsanji | 50 | M Karsanpura | | Working as a woodcutter | | | | |
| 17. | Thakore Nemaji Dhanaji | 50 | M Viramgam town | | Four wheel cart for loading and unloading goods and for the remaining time, selling betel | | | | |
| 18. | Vanad Maganbhai Tribhuvanbhai | 45 | M Panar | | Selling of vegetables | | | | |

APPENDIX VII
REHABILITATION OF THE RURAL BLIND

BIBLIOGRAPHY

1. Acton, Norman: *Employment of Disabled Persons: Where We Are Going*, Geneva: International Labour Review, (January-February) Volume 120, No. 1.
2. Ahuja, Suresh C.: *Recent Trends in Rehabilitation of Rural and Urban Disabled*, 2nd All India Conference on Work for the Disabled, Bombay: National Society for Equal Opportunities for the Handicapped, NASEOH Conference Papers (4 February 1985)
3. Alabama Institute, *Correlating Services Available to Farmers*, Report on the Farm Demonstration Project for the Blind, Alabama: The Alabama Institute for Deaf and Blind, Page 41
4. Annual Report: *Vocational Rehabilitation Department of Health and Welfare*, Government of U.S.A., 1962-65
5. Babonau, R.: *The Rural Blind in Asia—Forms of Employment, Training Programmes and Resettlement Prospects: A Case Study*, Bensheim-4, W. Germany: Christoffel Blindenmission, Page 21
6. Berman, Peter A., and Sister Daniel, G.: *Rehabilitation of the Rural Blind—Efficiency in Use of Resources—An Economic Assessment of a Project in the Philippines—1978-83*, New York: Hellen Keller International Incorporated, (1984)
7. *Brochure on the Activities of the Tata Agriculture and Rural Training Centre for the Blind*, Phansa
8. Brown, Henry, W.: *Global Perspective on Integration of the Handicapped into Employment*, Rehabilitation International Seminar on Employment of the Handicapped. The Goal of Integration and Safety in the Work Place, Toronto, Canada: Secretariate Vocational Commission, Pittsburgh, U.S.A. (15-18 June 1980) P. 7
9. *Cataract*, New Delhi, Ministry of Health and Family Welfare, (August, 1978) Page 15
10. *Community-Based Rehabilitation Services for the Disabled: A Pilot Experience in Indonesia*, Geneva: International Labour Organisation, (1982) Page 76
11. *Correlating Services Available to Farmers*, Virginia: Virginia Commission for the Visually Handicapped, (1962) Page 13
12. Ghappeli, J. Hirani: *Counsellors' Guide: How to Analyze the Rehabilitation Needs of Blind Persons on the Farm*, U.S. Department of Health, Education and Welfare, (1959) Page 30
13. Damme, Rita Van: A Conference Paper on *Vocational Counselling and Training in Rural Areas*, Indonesia The Third Asian Conference of the International Council for Education of Visually Handicapped (1981) Page 103
14. Dan, G.: *Training Programme for Rural Blind Adults*, Blind Boy's Academy, Ramkrishna Mission Ashram (Narendrapur)
15. Delagi, E.F. et al.: *Rehabilitation of the Homebound in Semi-Rural Areas: A Two Year Experience with 120 patients* Journal of Chronic Diseases, (November 1960) Vol. 12, No. 5, Pages 568-576
16. *Demonstration of Comprehensive Rehabilitation Services in Rural Areas*, New York: Saranac Lake Rehabilitation Guide, Saranac Lake, (1985)
17. *Demonstration of Methods of Providing Comprehensive Rehabilitation Services to Residents of Rural Areas*, Report of the First Governor's Conference on Rehabilitation State of Minnesota, (26-27 May Minnesota)

18. Desai, Capt. H. J. M.: *Planning Employment Services for the Blind in the Developing Countries*, Paris: Rehabilitation, Training and Employment Committee of the World Council for the Welfare of the Blind (1981) Page 48
19. ———: *International Labour Organisation's Convention (159) and Recommendation (168) Concerning Vocational Rehabilitation and Employment (Disabled Persons)*, Paris: Rehabilitation, Training and Employment Committee of the World Council for the Welfare of the Blind (1983) Page 43
20. ———: *Rural-Based Employment Opportunities*, Paper Presented in Plenary Session VI, Gainful Employment with Dignity, Asian Conference on Visual Handicap, Singapore: (4-9 December 1983)
21. *Developments and Utilization of Local Manpower and Technology for Disability Related Services in Rural and Poverty Areas of the Asia-Pacific Region, Philippines, United Nations*, Page 27
22. Dhanani, Edward (Ghana), Damme, Rita Van (India) and Jackle, Robert G. (United States): *Bridges from Urban to Rural Services*, Nairobi International Council for Education of the Visually Handicapped, Proceedings, Seventh Quinquennial Conference (1-7 August 1982)
23. *Directory of Institutions Training the Rural Blind in Agriculture, Allied Pursuits and in Rural Crafts*, Paris: World Council for the Welfare of the Blind, Page 30
24. *Dispel Darkness*, Bombay: Lions Club of Matunga (1983) Part II, Page 48
25. Gokhale, S. D. and Sohoni, M. K.: *Planning for Rehabilitation in the Rural Sector*, Research and Documentation Centre in Social Welfare and Development, (1980) P. 150
26. Gravin, D. D.: *A Rural Home Care Programme*, North Carolina: *Medical Journal*, Vol. 21 (July 1960), No. 7, Page 282
27. Hariharan, (Dr.) S.: *Community-Based Rehabilitation—A Challenge*, Paper read at 2nd All India Conference on Work for the Disabled, Bombay: National Society for Equal Opportunities for the Handicapped (4-8 February, 1985) Page 162
28. Horton, Kirk J.: *Community-Based Rehabilitation of the Rural Blind—A Training Guide for Field Workers*, New York: Division of Education and Rehabilitation, Helen Keller International, (1986) P. 131
29. Ian, Hutton: *Rivoni's Rural Project*, Notes Enoma Diary, Infama, Vol. 25, (June 1985) No. 3, Page 17
30. IDBI: *Rural Artisans*, Consultancy & Development No. 7, Bombay: Industrial Development Bank of India, (December 1985)
31. International Labour Office, *Cooperatives for the Disabled: Organisation and Development*, Geneva: (1981) Page 250
32. *International Statement on Disability Policy*, Rehabilitation International on the Occasion of the International Year of Disabled Persons, (July 1981)
33. Jackle, Robert G.: *Rehabilitation of Blind Persons in Rural India*, Journal of Visually Impairment and Blindness, Vol. 71, (June 1977) No. 6, Pages 241-147
34. ———: *Services for the Rural Blind*, BLINDOC No. 510 (English), Geneva: International Labour Organisation, (April 1984)
35. ———: *The Rehabilitation of the Rural Blind—A Plan for Community Based Service Delivery*, Hong Kong: Fifth Asian Conference on Work for the Blind, (3-9 December 1978)
36. Jain, I. S.: *Blindness and Rehabilitation*, Outlines of the lecture delivered at National Institute for the Visually Handicapped, Dehradun (22 August 1983), Page 2
37. Kankanwadi, M. A.: *Role of Khadi and Village Industries in Promoting Employment Opportunities for the Blind*, Page 5

38. Kenmore, (Dr.) Jeanne: *Community-Based Rehabilitation—A Challenge*, Paper presented at 2nd All India Conference on Work for the Disabled, Bombay: National Society for Equal Opportunities for the Handicapped, (4-8 February 1985) Page 154
39. Kothari, (Dr.) Gopa: *Community-Based Rehabilitation—A Challenge*, Paper presented at 2nd All India Conference on Work for the Disabled, Bombay: National Society for Equal Opportunities for the Handicapped, (4-8 February 1985) Page 146
40. Maharaj, Umanandaji: *Our Rural Blind—Their Training and Resettlement*, Bombay: The National Association for the Blind, (1977) Page 10
41. Masur, (Mrs.) J. P.: *Community-Based Rehabilitation—A Challenge*, Paper Presented at 2nd All India Conference on Work for the Disabled, Bombay: National Society for Equal Opportunities for the Handicapped, (4-8 February 1985) Page 180
42. Mathur, M. L., Choksi, Y. J. and Singh, T. B.: *A Project Report on Model District Level Rehabilitation Programme: Parent Education and Counselling of Visually Handicapped Persons in Rampar Maniharan Block (District Saharanpur U.P.)*, Dehra Dun: National Institute for the Visually Handicapped, (1985), Page 47
43. Mendis, Padmani: "Community-Based Rehabilitation as a Relevant Approach", Bombay: NASEOH NEWS, Vol. XIII, National Society for Equal Opportunities for the Handicapped (October 1983) No. 4
44. Menon, Ramesh: "Helping the Handicapped", New Delhi: *India Today*, Volume No. 9 (1-15 May 1984), Page 153
45. Mody, (Ms.) Jyotsna: *Community-Based Rehabilitation—A Challenge*, Paper presented at 2nd All India Conference on Work for the Disabled, Bombay: National Society for Equal Opportunities for the Handicapped, (4-8 February 1985), Page 170
46. Moos, Feroze: *Methodology in the Adjustment and Training of the Rural Blind*, The Third Asian Conference on Work for the Blind, Manila: (26-31 August 1968) Page 106
47. Mukhopadhyay, (Dr.) B.: *Community-Based Rehabilitation—A Challenge*, Paper presented at 2nd All India Conference on Work for the Disabled, Bombay: National Society for Equal Opportunities for the Handicapped, (4-8 February 1985) Page 135
48. Narsimhan, M. G. and Mukherjee, A. K.: *Disability—A Continuing Challenge*, New York: Wiley Eastern Limited, (1986) Pages 127
49. "News from the Members—India", Paris: *The World Blind* (October-December 1985) Page 10, IV Edition
50. Ng, Winnie: *Residential Training Centres and Resettlement Programme for the Rural Blind*, Paper presented at Fifth Asian Conference on Work for the Blind, Hong Kong, (3-9 December 1978) Page 234
51. NIVH: *Parent Education and Counselling of Visually Handicapped Persons in Bhagwanpur Block (District Saharanpur, U.P.)*, Dehra Dun: National Institute for the Visually Handicapped, Page 71
52. Parekh, Angana: "The Blind in Dholka,, Believing Without Seeing", Bombay: *Express Magazine*, (16 June 1985)
53. —————: "Helping the Rural Blind to See", Bombay: *Reader's Digest*, (October 1986) Pages 137-140
54. Patel, Jagdish, K.: *Rehabilitation of the Rural Blind*, Paper presented at National Seminar, Bombay: National Association for the Blind, Rehabilitation and Training Committee, (July 1982)
55. Prasad, T.: *Access to Rural Environment Barrier Free Village*, Page 6
56. *Proceedings of the International Conference on Rural Rehabilitation Technologies*, North Dakota: University of North Dakota Memorial Union Grant Forks, (1984), Page 285

57. Punani, B.: *Avenues of Training and Employment of the Blind Particularly the Blind Women and the Rural Blind*, Paper presented at Seminar organised by NAB Committee on Rehabilitation, Training and Employment, Bombay: National Association for the Blind (10 April 1985)
58. —————: *Challenges in the Economic Rehabilitation of Disabled*, 2nd All India Conference on Work for the Disabled, Bombay: National Society for Equal Opportunities for the Handicapped, (February 1985)
59. —————: "Employment Opportunities for the Blind", *Vishwadarshan*, Volume 1, Bombay: (February 1984) No. 7
60. —————: "Employment of the Blind in the Third World", New Delhi: *Braille International*, (July 1984)
61. —————: *Home Workers in India*, Paper presented at National Workshop on Problems of Home-Based Workers in India, Volume 1, Ahmedabad: Gandhi Labour Institute, (29-31 March 1986)
62. —————: "Normalization—A Review", *NASEOH News*, Volume XVI, No. 4, Bombay: National Society for Equal Opportunities for the Handicapped (October 1986) Page 29
63. —————: "Rehabilitation—The Art of the Possible", *Blind Welfare*, Volume XXI, Bombay: National Association for the Blind, (April 1984), No. 1
64. —————: *Rural Rehabilitation of the Blind—New Challenges and Dimensions*, Gujarat Ophthalmological Conference, Volume XII, Ahmedabad: Gujarat Ophthalmic Society (October 1985)
65. —————: *Self-employment of the Blind—A Challenge*, New Delhi: Souvenir, All India Confederation of the Blind, (May 1985)
66. —————: *Self-employment of the Blind*, Paper presented at the All India Biennial Conference, All India Confederation of the Blind, Madras (May 1985)
67. Punani, B. and Joshi, Nandini: "A Revolution in the Placement of the Disabled", *NASEOH News*, Volume XIV, Bombay: National Society for Equal Opportunities for the Handicapped (April 1984)
68. —————: "Rural Blind", *Journal of Rehabilitation in Asia*, Bombay: (January 1983)
69. Rajni, Mohammed and Desai, Capt. H. J. M.: *Planning Basic Rehabilitation Programmes for the Visually Handicapped in Developing Countries*, Paris: World Council for the Welfare of the Blind, (1979) Page 74
70. Rawal, Nandini: "Community-Based Education Programmes for the Disabled", *NASEOH News*, Special No. 2, Bombay: National Society for Equal Opportunities for the Handicapped (February 1985)
71. —————: "Dholka Project for Socio-Economic Rehabilitation of the Rural Blind", *NASEOH News*, Vol. XVI, No. 3, Bombay: National Society for Equal Opportunities for the Handicapped (July 1986)
72. —————: "Economic Rehabilitation of Rural and Urban Blind Women", *Blind Welfare*, Volume XXVI, Bombay: National Association for the Blind (August 1985) No. 2
73. —————: "Towards Social and Economic Rehabilitation of Blind Women", *Blind Welfare*, Volume XXVII, Bombay: National Association for the Blind (April 1985) No. 1
74. *Rehabilitation of the Rural Blind—Virangam Project*, Ahmedabad, Blind Men's Association, (January 1987) Page 18
75. *Rehabilitation of the Rural Disabled*, National Seminar-cum-Workshop held at Spiritual Life Centre, Nasgaipur, Pune, Bombay: National Society for the Equal Opportunities for the Handicapped, (20-23 April 1980) Page 151
76. Shethi, D. P. and Siwal, B. R.: *All India Directory of Voluntary Agencies in Rural Development*, New Delhi: National Institute of Public Co-operation and Child Development, (1981) Edition I, Pages 403
77. Slaich, Veena: *Access to Rural Environment*, New Delhi, Page 5

78. Stein, W.: *A Practical Approach to the Rehabilitation of the Rural Blind*, Paper presented at Fifth Asian Conference on Work for the Blind, Hong Kong: Asian Committee of the World Council for the Welfare of the Blind (3-9 December 1978) Page 261
79. ———: *Rehabilitation—An Act of Mercy or Economic Necessity*, Key Note Address delivered on October 3, 1983 at Haifa University, Israel
80. Verma, Parshotam, L.: *The Rehabilitation Programme of the Tata Agricultural and Rural Training Centre for the Blind*, Phansa-Gujarat: The Tata Agricultural and Rural Training Centre for the Blind, (1969) Page 55
81. Verma, Ved Prakash: *Special Rehabilitation of the Blind*, Seminar on Disabled Persons, Delhi, (25-26 November 1981) Page 1
82. Vyas, (Dr.) Rajendra, T. "Visual Impairment", *Blind Welfare*, Volume XXV, Bombay: National Association for the Blind, (December 1983) No. 3, Page 13
83. Wilson, John: *Training and Employment of Blind People in Rural Committees*, Geneva: International Labour Organisation (1969) Page 16
84. *Xero India*, Bombay, Royal Commonwealth Society for the Blind, (July 1985) No. 9, Page 8
85. Year Book-1983—*Help Me to See*, New York: Assistance for Blind Children

Assistance of Mr. Subhash Datrang, Director, Louis Braille Memorial Research Centre, and Miss Dipika Joshi, Project Coordinator, NAB (RAC) is gratefully acknowledged in compiling the bibliography.



ERRATA

| PageNo | Location | Printed | To be Read |
|--------|---------------------------|-------------------|-----------------------|
| ix | Para 6, Line 2 | Infraststructure | Infrastructure |
| xii | Para 4, Line 1 | Fortnight | Forthright |
| 2 | Table 1.2 Title Row | O-S | O-5 |
| 2 | Para 3, Line 4 | institutional | institutional |
| 6 | Serial No. 20 | Self-employe | Self-employment |
| 9 | Point 3.d, Line 2 | Industies | Industries |
| 11 | Para E.3 Line 2 | Committe | Committee |
| 12 | Photo Caption | Tacile | Tactile |
| 15 | Point 8 | Naazfgrah | Nazafgarh |
| 22 | Heading A, Line 1 | Clarification | Clarification |
| 25 | Serial No 10 b | In Spite | Inspite |
| 26 | Point 4, Line 2 | Caled | Called |
| 36 | Point 8, Line 2 | Departement | Department |
| 42 | Point 2, Line 2 | Soeio-economic | Socio-economic |
| 43 | Point 5, Line11 | Tramin | Training |
| 44 | Point b,Line 2 | Village | Village |
| 44 | Point 1, Para 2 | | |
| 46 | Line 2 | Buss top | Bus stop |
| 48 | Last line | Hosehold | Household |
| 51 | Table 8.1 Second Line | Additioal | Additional |
| 51 | Last Column Second Line | Labouret | Labourer |
| 52 | Main Heading | LIVE ILLUSTRATION | LIVE ILLUSTRATION-III |
| 56 | Para F. 3, Line 4 | Persn | Person |
| 65 | Point 3. Line 10 | Educaion | Education |
| 59 | LIVE ILLUSTRATION Heading | Tangible Behefits | Tangible Benefits |
| 61 | Photo Foot Note | Manjulabhai | Manjulaben |
| 73 | Form III | O & NM | O & M |
| 87 | Heading Line 8 | BKIND | BLIND |
| 89 | Para 3, Line 4 | Childen | Children |

| Date | Description | Amount |
|------|-------------|--------|
| 1890 | Jan 1 | |
| | Jan 2 | |
| | Jan 3 | |
| | Jan 4 | |
| | Jan 5 | |
| | Jan 6 | |
| | Jan 7 | |
| | Jan 8 | |
| | Jan 9 | |
| | Jan 10 | |
| | Jan 11 | |
| | Jan 12 | |
| | Jan 13 | |
| | Jan 14 | |
| | Jan 15 | |
| | Jan 16 | |
| | Jan 17 | |
| | Jan 18 | |
| | Jan 19 | |
| | Jan 20 | |
| | Jan 21 | |
| | Jan 22 | |
| | Jan 23 | |
| | Jan 24 | |
| | Jan 25 | |
| | Jan 26 | |
| | Jan 27 | |
| | Jan 28 | |
| | Jan 29 | |
| | Jan 30 | |
| | Jan 31 | |
| | Feb 1 | |
| | Feb 2 | |
| | Feb 3 | |
| | Feb 4 | |
| | Feb 5 | |
| | Feb 6 | |
| | Feb 7 | |
| | Feb 8 | |
| | Feb 9 | |
| | Feb 10 | |
| | Feb 11 | |
| | Feb 12 | |
| | Feb 13 | |
| | Feb 14 | |
| | Feb 15 | |
| | Feb 16 | |
| | Feb 17 | |
| | Feb 18 | |
| | Feb 19 | |
| | Feb 20 | |
| | Feb 21 | |
| | Feb 22 | |
| | Feb 23 | |
| | Feb 24 | |
| | Feb 25 | |
| | Feb 26 | |
| | Feb 27 | |
| | Feb 28 | |
| | Feb 29 | |
| | Mar 1 | |
| | Mar 2 | |
| | Mar 3 | |
| | Mar 4 | |
| | Mar 5 | |
| | Mar 6 | |
| | Mar 7 | |
| | Mar 8 | |
| | Mar 9 | |
| | Mar 10 | |
| | Mar 11 | |
| | Mar 12 | |
| | Mar 13 | |
| | Mar 14 | |
| | Mar 15 | |
| | Mar 16 | |
| | Mar 17 | |
| | Mar 18 | |
| | Mar 19 | |
| | Mar 20 | |
| | Mar 21 | |
| | Mar 22 | |
| | Mar 23 | |
| | Mar 24 | |
| | Mar 25 | |
| | Mar 26 | |
| | Mar 27 | |
| | Mar 28 | |
| | Mar 29 | |
| | Mar 30 | |
| | Mar 31 | |
| | Apr 1 | |
| | Apr 2 | |
| | Apr 3 | |
| | Apr 4 | |
| | Apr 5 | |
| | Apr 6 | |
| | Apr 7 | |
| | Apr 8 | |
| | Apr 9 | |
| | Apr 10 | |
| | Apr 11 | |
| | Apr 12 | |
| | Apr 13 | |
| | Apr 14 | |
| | Apr 15 | |
| | Apr 16 | |
| | Apr 17 | |
| | Apr 18 | |
| | Apr 19 | |
| | Apr 20 | |
| | Apr 21 | |
| | Apr 22 | |
| | Apr 23 | |
| | Apr 24 | |
| | Apr 25 | |
| | Apr 26 | |
| | Apr 27 | |
| | Apr 28 | |
| | Apr 29 | |
| | Apr 30 | |
| | May 1 | |
| | May 2 | |
| | May 3 | |
| | May 4 | |
| | May 5 | |
| | May 6 | |
| | May 7 | |
| | May 8 | |
| | May 9 | |
| | May 10 | |
| | May 11 | |
| | May 12 | |
| | May 13 | |
| | May 14 | |
| | May 15 | |
| | May 16 | |
| | May 17 | |
| | May 18 | |
| | May 19 | |
| | May 20 | |
| | May 21 | |
| | May 22 | |
| | May 23 | |
| | May 24 | |
| | May 25 | |
| | May 26 | |
| | May 27 | |
| | May 28 | |
| | May 29 | |
| | May 30 | |
| | May 31 | |
| | Jun 1 | |
| | Jun 2 | |
| | Jun 3 | |
| | Jun 4 | |
| | Jun 5 | |
| | Jun 6 | |
| | Jun 7 | |
| | Jun 8 | |
| | Jun 9 | |
| | Jun 10 | |
| | Jun 11 | |
| | Jun 12 | |
| | Jun 13 | |
| | Jun 14 | |
| | Jun 15 | |
| | Jun 16 | |
| | Jun 17 | |
| | Jun 18 | |
| | Jun 19 | |
| | Jun 20 | |
| | Jun 21 | |
| | Jun 22 | |
| | Jun 23 | |
| | Jun 24 | |
| | Jun 25 | |
| | Jun 26 | |
| | Jun 27 | |
| | Jun 28 | |
| | Jun 29 | |
| | Jun 30 | |
| | Jul 1 | |
| | Jul 2 | |
| | Jul 3 | |
| | Jul 4 | |
| | Jul 5 | |
| | Jul 6 | |
| | Jul 7 | |
| | Jul 8 | |
| | Jul 9 | |
| | Jul 10 | |
| | Jul 11 | |
| | Jul 12 | |
| | Jul 13 | |
| | Jul 14 | |
| | Jul 15 | |
| | Jul 16 | |
| | Jul 17 | |
| | Jul 18 | |
| | Jul 19 | |
| | Jul 20 | |
| | Jul 21 | |
| | Jul 22 | |
| | Jul 23 | |
| | Jul 24 | |
| | Jul 25 | |
| | Jul 26 | |
| | Jul 27 | |
| | Jul 28 | |
| | Jul 29 | |
| | Jul 30 | |
| | Jul 31 | |
| | Aug 1 | |
| | Aug 2 | |
| | Aug 3 | |
| | Aug 4 | |
| | Aug 5 | |
| | Aug 6 | |
| | Aug 7 | |
| | Aug 8 | |
| | Aug 9 | |
| | Aug 10 | |
| | Aug 11 | |
| | Aug 12 | |
| | Aug 13 | |
| | Aug 14 | |
| | Aug 15 | |
| | Aug 16 | |
| | Aug 17 | |
| | Aug 18 | |
| | Aug 19 | |
| | Aug 20 | |
| | Aug 21 | |
| | Aug 22 | |
| | Aug 23 | |
| | Aug 24 | |
| | Aug 25 | |
| | Aug 26 | |
| | Aug 27 | |
| | Aug 28 | |
| | Aug 29 | |
| | Aug 30 | |
| | Aug 31 | |
| | Sep 1 | |
| | Sep 2 | |
| | Sep 3 | |
| | Sep 4 | |
| | Sep 5 | |
| | Sep 6 | |
| | Sep 7 | |
| | Sep 8 | |
| | Sep 9 | |
| | Sep 10 | |
| | Sep 11 | |
| | Sep 12 | |
| | Sep 13 | |
| | Sep 14 | |
| | Sep 15 | |
| | Sep 16 | |
| | Sep 17 | |
| | Sep 18 | |
| | Sep 19 | |
| | Sep 20 | |
| | Sep 21 | |
| | Sep 22 | |
| | Sep 23 | |
| | Sep 24 | |
| | Sep 25 | |
| | Sep 26 | |
| | Sep 27 | |
| | Sep 28 | |
| | Sep 29 | |
| | Sep 30 | |
| | Oct 1 | |
| | Oct 2 | |
| | Oct 3 | |
| | Oct 4 | |
| | Oct 5 | |
| | Oct 6 | |
| | Oct 7 | |
| | Oct 8 | |
| | Oct 9 | |
| | Oct 10 | |
| | Oct 11 | |
| | Oct 12 | |
| | Oct 13 | |
| | Oct 14 | |
| | Oct 15 | |
| | Oct 16 | |
| | Oct 17 | |
| | Oct 18 | |
| | Oct 19 | |
| | Oct 20 | |
| | Oct 21 | |
| | Oct 22 | |
| | Oct 23 | |
| | Oct 24 | |
| | Oct 25 | |
| | Oct 26 | |
| | Oct 27 | |
| | Oct 28 | |
| | Oct 29 | |
| | Oct 30 | |
| | Oct 31 | |
| | Nov 1 | |
| | Nov 2 | |
| | Nov 3 | |
| | Nov 4 | |
| | Nov 5 | |
| | Nov 6 | |
| | Nov 7 | |
| | Nov 8 | |
| | Nov 9 | |
| | Nov 10 | |
| | Nov 11 | |
| | Nov 12 | |
| | Nov 13 | |
| | Nov 14 | |
| | Nov 15 | |
| | Nov 16 | |
| | Nov 17 | |
| | Nov 18 | |
| | Nov 19 | |
| | Nov 20 | |
| | Nov 21 | |
| | Nov 22 | |
| | Nov 23 | |
| | Nov 24 | |
| | Nov 25 | |
| | Nov 26 | |
| | Nov 27 | |
| | Nov 28 | |
| | Nov 29 | |
| | Nov 30 | |
| | Dec 1 | |
| | Dec 2 | |
| | Dec 3 | |
| | Dec 4 | |
| | Dec 5 | |
| | Dec 6 | |
| | Dec 7 | |
| | Dec 8 | |
| | Dec 9 | |
| | Dec 10 | |
| | Dec 11 | |
| | Dec 12 | |
| | Dec 13 | |
| | Dec 14 | |
| | Dec 15 | |
| | Dec 16 | |
| | Dec 17 | |
| | Dec 18 | |
| | Dec 19 | |
| | Dec 20 | |
| | Dec 21 | |
| | Dec 22 | |
| | Dec 23 | |
| | Dec 24 | |
| | Dec 25 | |
| | Dec 26 | |
| | Dec 27 | |
| | Dec 28 | |
| | Dec 29 | |
| | Dec 30 | |
| | Dec 31 | |

It is possible to devise an inexpensive but effective programme to help millions of blind people in our rural areas.

— *Reader's Digest*

There are hundreds of rural blind tucked away in the villages who need treatment and courage to regain the confidence to live with dignity despite their handicap.

— *Hindustan Times*

The rural rehabilitation project simply aims to inform rural blind that they need not vegetate and can do socially productive work. Trained field workers fan out into villages and the (Dholka) project has certainly paid rich dividends.

— *India Today*

At Dholka, blind men and women, instead of being uprooted from their environment and transplanted in urban institutions are rehabilitated within the village by the people of the village, the infrastructure that already exists in the area.

— *Indian Express*

The (Dholka) project is aimed at individual needs with the social rehabilitation paving the way for acceptance of the blind by his community and adjustment training coupled with skill demonstration paving the way for economic well being.

— *BLINDOC*

FISHERMAN OF DHOLKA WINS NATIONAL AWARD

Shri Sama Hamirbhai Jumabhai became blind in his childhood. He is engaged in the profession of fishing and selling fish in the market. Despite having lost the sight in both his eyes, he is self-employed and is carrying on his business effectively. His courage and determination is admirable.

— *Citations, National Award, 1987*